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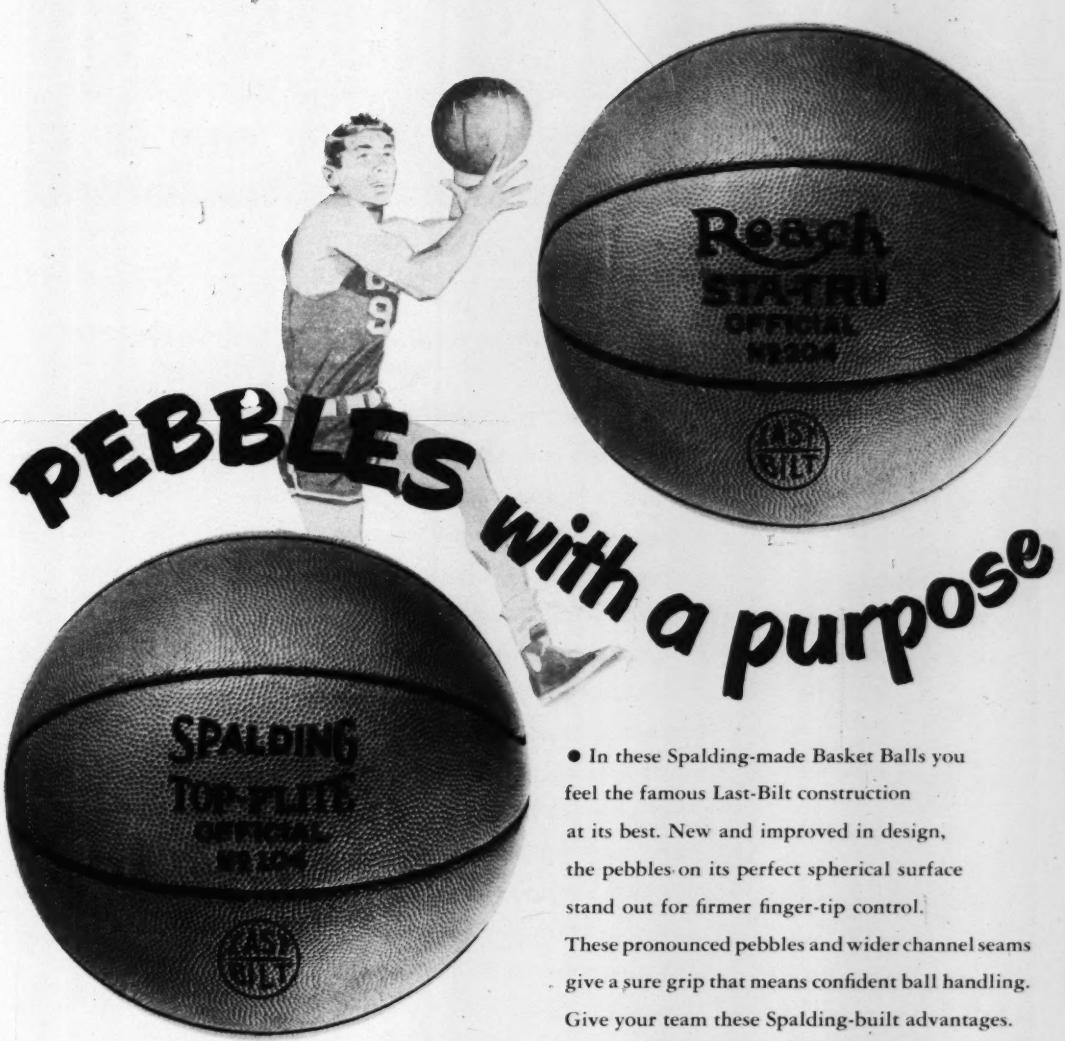
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# SCHOLASTIC COACH

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VOLUME 21 • NUMBER 1 • SEPTEMBER

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By HERMAN L. MASIN



*After two solid decades at bat, Scholastic Coach looks back happily and nostalgically at the big innings in its publishing life.*

ALL you veteran squad members of *Scholastic Coach* know that we've never been content to bask in the stale sunshine of the past; that we're always up on our toes following the bright morning star or galloping out ahead of it.

This hustle and vitality has always characterized *Scholastic Coach*, and we most certainly intend to keep it that way. But there comes a time in every publication's life when it must stop moving towards the horizon and look back over the road it has traveled.

For *Scholastic Coach*, that time is now. Having reached an impressive milestone in our publishing life—our 20th Anniversary—some mature reflection is definitely in order. When a magazine approaches voting age, it should pause and take stock before plunging ahead. It should ask itself such questions as: Have we justified our existence? Have we done what we set out to do?

Let's sift the evidence with respect to *Scholastic Coach*. It was in September 1931 that *Scholastic Coach* came bouncing into the sports world. It couldn't have picked a less auspicious time to debut. Money was as scarce as varsity curling teams, and the more popular formations of the day included the over-shifted bread line and the spread around the help-wanted agencies.

Nevertheless, the sports world glittered with diamonds. Babe Ruth and Lou Gehrig were the homer kings with 46 apiece, Al Simmons and Chick Hafey led the hitters, and

Lefty Grove ruled the pitchers with a dazzling 31-4 record.

Golfdom was still goggling over Bobby Jones' fabulous grand slam, tennis was hailing "another Bill Tilden" in Ellie Vines, and the basketball experts were shooting bouquets at Doc Carlson's great Pittsburgh team captained by All-Time All-American Chuck Hyatt.

The 1931 football season was just about to be launched and, as usual, all eyes were on Notre Dame. The fabulous Knute Rockne had been killed in a plane accident and the experts were wondering if Notre Dame football could remain exalted without the Rockne genius to guide it.

Though Rockne was gone, a galaxy of coaching talent still studded the grid sky. The Big Ten alone boasted four immortals in Zuppke of Illinois, Stagg of Chicago, Crisler of Minnesota, and Kizer of Purdue.

And operating on other fields were such titans as Gil Dobie (Cornell), Wallace Wade (Duke), Jock Sutherland (Pittsburgh), Pop Alexander (Georgia Tech), Pop Warner (Stanford); Bernie Bierman (Tulane), Matty Bell (Texas A. & M.), Bob Neyland (Tennessee), Frank Thomas (Alabama), and Howard Jones (USC).

*Scholastic Coach* had its own mentor in Herb McCracken, famed Lafayette College coach. It was Herb who founded *Scholastic Coach* and who served as publisher after practice, between games, and during the off season. When *Scholastic Coach* grew into long pants, Herb had to eschew coaching and move into a big chair behind a desk. And that is where you can still find him today.

The first issue of *Scholastic Coach* kicked off with an intriguing article by the country's No. 1 master of

*Back in September 1938, Scholastic Coach persuaded Fordham's bright young line coach to write an article on center play. The article was a corker, with the author helping in the pictorial demonstration. Here's a reprint of one of the pictures. The author is shown on the receiving end of a block. His name—Frank Leahy!*



*Scholastic Coach* captures the start of the famous "mile of the century" contested in 1951 among Mangan and Dawson (not shown), and left to right—Cunningham, Lovelock, Bonthron, and Venzke. Winner—Lovelock.



Baseball's immortal twain—Babe Ruth and Ty Cobb. When *Scholastic Coach* opened shop in 1931, the Bambino was tying Gehrig for home run honors with 46 apiece.

deception, Andy Kerr. Though the Colgate mastermind was then dazzling the nation with his laterals and reverses, his article found him stumping for conservatism:

"My advice," Andy wrote, "is that a few simple, powerful plays, thoroughly mastered, and perfected in every detail are sufficient . . . a high school team should have about 15 standard plays . . . I would recommend the Warner one-wing-back formation as the standard running formation . . . the Warner two-wing-back attack is not advisable for high school teams . . . it is too complex."

In addition to Coach Kerr, the initial issue also featured an article on punting by the famous Michigan mentor, Harry Kipke, and an inspirational piece on cross-country by the former national mile champion, Ray Conger.

Among the major advertisers (bless 'em!) who supported the infant prodigy that first year were Beacon Falls Rubber Co., Beeton, Dickinson & Co., Brooks Shoe Mfg. Co., Converse Rubber Co., Denver Chemical Mfg. Co., Hillerich & Bradsby, Hood Rubber Co., Huntington Labs., Ivory System, National Sports Equipment Co., O'Shea Knitting Mills, A. J. Reach, Wright & Ditson, John T. Riddell, A. G. Spalding & Bros., and Wilson Sporting Goods Co.

*Scholastic Coach's* ability to win friends and keep them is evidenced by the fact that all these advertisers have remained in our corner, lend-

ing aid and comfort, for 20 years!

Along about this time, night football was beginning to rear its floodlighted head, and the atmosphere was filled with uncertainty. Was the mazda-miracle going to be a boon or a bane to football? The pro-night camp took an apologetic attitude. Fearful of offending the day-timers with seamy commercial arguments, they weakly blatted about how much better night football would be for the health of the players.

Our editor, after weighing the subject carefully, judiciously alleged that "It seems at this delicate stage of the development that the success of night football will depend on the weather. The hotter the afternoons in your vicinity, the better the health arguments to use against opponents of night football."

As more and more schools began seeing the "lights," it soon became argumentatively possible to disdain the hot afternoons and rave about the cool cash.

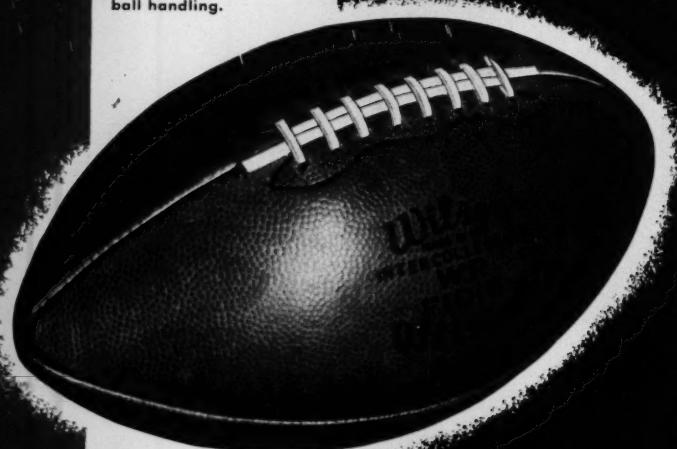
The first editor of *Scholastic Coach*, Jack Lippert, was a firm believer in balance, particularly in the athletic program. And right from the beginning he made certain that the major sports would never elbow the so-called minor sports out of *Scholastic Coach*.

The first issue contained articles on physical education, tennis, archery, and fencing. But that wasn't enough balance for Jack. To keep the ship on an even better keel, Jack decided to include something on the dance, which he believed was being sadly neglected in our high schools.

He knew just the person to write the article. While directing a camp in Ohio that summer, Jack had been impressed by the counselor in charge of entertainment; and it was this young fellow that Jack got to write on the dance.

The article appeared in October 1931 under the byline of "Eugene C. Kelly." And that boy—to give it (Continued on page 7)

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the Bill Stern touch—went on to become one of the greatest entertainers in the world. Every moviegoer knows him today as Gene Kelly.

While Gene Kelly was tapping it out on the dance, another Gene—a 23-year-old high school senior from Pottstown, Pa.—Gene Venzke—was stunning the track world with a 4:10 clocking for the mile (indoors), which bettered the great Paavo Nurmi's world standard by .4 sec. Genie with the light airy stride went on to become the sensation of the track world, erasing every mile standard in the book.

In its initial April issue (1932), *Scholastic Coach* published its first compendium of track records. Here are the major world records for that year, as compared to the marks published in *Scholastic Coach* 20 years later:

Events	1932 Records	1951 Records
100 yds.	9.5	9.3
	Tolan	Patton
	USA	USA
220 yds.	20.6	20.3
	Locke	Owens
	USA	USA
440 yds.	47.4	46.0
	Meredith	McKenley
	USA	Jamaica
880 yds.	1:51.6	1:49.2
	Peltzer	Wooderson
	Germany	England
Mile	4:10.4	4:1.4
	Nurmi	Hogg
	Finland	Sweden
Two miles	9:1.4	8:42.8
	Wide	Hogg
	Sweden	Sweden
High jump	6-8 1/4	6-11
	Osborn	Steers
	USA	USA
Broad jump	26 1/4	26-8 1/4
	Cator	Owens
	Haiti	USA
Pole vault	14-1 1/4	15-7 3/4
	Barnes	Warmerdam
	USA	USA

Shot put	52-7 1/2	58-4 1/2
	Hirschfeld	Fuchs
	Germany	USA
Discus	163-8 1/4	186-11
	Krenz	Gordien
	USA	USA
Javelin	232-11 1/2	258-2 1/2
	Lundquist	Nikkilä
	Sweden	Finland

Insofar as the high school marks for 1932 are concerned, only one has not long since been erased. That one exception—the mile relay mark of 3:21.4 made by the 1929 Hollywood (Cal.) H. S. team—still stands as the oldest major track mark in the book.

Coaches prepped for the 1932 seasons with their faces down to here. Both the football and basketball rules had undergone extensive surgery, and many of the coaches felt that their pet "babies" had been mutilated beyond recognition.

In football, the rules surgeons had amputated the spectacular flying block and tackle, passed a rule killing the ball the instant any part of the ball-carrier's body touched the ground, and grafted a new substitution rule allowing a removed player to re-enter the game in any subsequent quarter.

*Scholastic Coach* prevailed upon Dick Hanley, the famed Northwestern mastermind, to comment upon these changes, and Dick came through like the U.S. Marines and Nostradamus. His comment on the new substitution rule was a cameo of perspicacity, anticipating an era 15 years away. This is Hanley speaking, circa 1932:

"The substitution rule will prove a blessing to the coach who has several specialty players. Say, for example, you are playing under raining conditions; you have a star line buckner but you cannot use him because you must have a kicker in the



History in the making. Basketball's first "goon," 6-9 Mike Novak of Loyola U. (Chicago) spearing a field goal attempt by St. John's U. (N. Y.) in the 1939 National Invitational Tournament. Mike batted 10 shots away from the rim, forcing the rules makers to draft a rule change.

lineup. The play then for you is to kick until you get within scoring distance, then substitute the line plunger for the kicker.

"At the beginning of the next quarter, you can replace your kicker and the team is intact. This is also the case of the star passer or pass receiver who can be put on the field just for the short time that the team needs his special ability."

Anybody detect the seeds of the two-platoon system in that statement?

Meanwhile, the basketball coaches were discovering two new foundations on their doorstep—the three-second rule and the 10-second rule. Only the year before, two Illinois schoolboy teams had played to a 2-1 decision and the rules makers, in an effort to discourage the popular back-court stalling game, had decided to force the offense to bring the ball across the center line in 10 seconds.

*Scholastic Coach* invited an Indiana high school coach to comment upon these changes, and the schoolboy sachem positively scintillated. (Continued on page 68)



When the first *Scholastic Coach* rolled off the press in 1931, Stella Walsh was 20 years old and prepping for her first Olympics. (She captured the 100-metres dash in the 1932 Games.) Today at 40, Stella isn't the athlete she once was—she's better! On July 14 she won her 38th American title by annexing the National AAU Pentathlon crown with a record shattering 1,932 points.

# Princeton's Buck Lateral

By CHARLIE CALDWELL

Excerpted from the author's brilliant new coaching text, "Modern Single Wing Football." For detailed review, see page 65.

**T**HE head coach must make a decision on the use of the various delayed and deceptive cycles which have become standard in the modern single wing. Most popular of the deceptive maneuvers in the backfield have been the spinning fullback series with No. 3 faking to No. 4 or No. 1, either on a full or half spin, and, of course, the buck lateral sequence.

Some information about the choice of the latter cycle should be helpful to the coach who has neither the material nor the time to develop the details of both these cycles.

The advantages of the buck lateral series may be enumerated as follows:

1. Blends perfectly with the fullback straight series.
2. Requires less all-around ability-at the fullback position. The big hard hitter is an asset here.
3. Gives an excellent outside play, which is extremely dangerous to packed defenses.

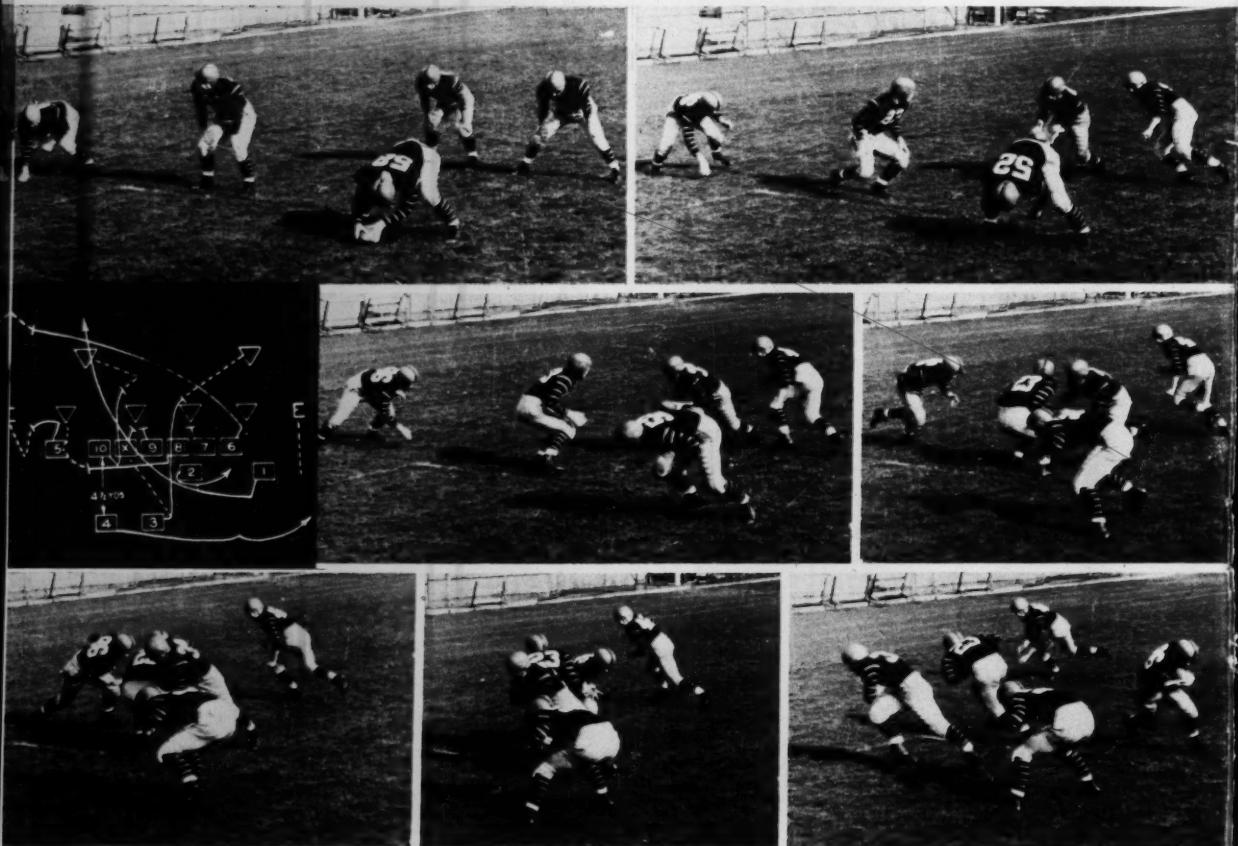
4. Offers a great passing attack, particularly if your blocking back can be developed into a spot passer. The threat of the wide play sets up the wide passing attack to that side. The threat of the buck causes the linebackers to be vulnerable to passes behind them.

Disadvantages include:

1. Poor faking wastes two men in the backfield.
2. Execution of plays to the short-side more difficult to teach than those to the longside.

**The basic plays in the Buck-Lateral sequence are diagrammed and demonstrated on this page and pages 10-11.**

Let us study the outside play which fits into the buck lateral sequence, Buck 32. This play, if properly executed, offers great possibilities for gaining ground against a packed defense. Most outside longside plays are developed from



the play that is designed against a six undershift defense, so let us consider that first.

The assignments here are not varied much from one defense to the other, except for changes in technique. No. 1 always blocks to the inside on the linebacker, cutting his outside leg. No. 6 has a pulling and hooking job on the defensive end, particularly if the latter is outside-conscious. No. 7 blocks the guard to protect the exchange between 3 and 2, while 8 pulls a deep course to become a personal interferer for the halfback.

No. 8 should get in front of 4 at the moment he receives the lateral as protection against an end who drives directly up the field. No. 9 blocks first on the defensive guard to protect the exchange, then continues downfield to get a peel-back position.

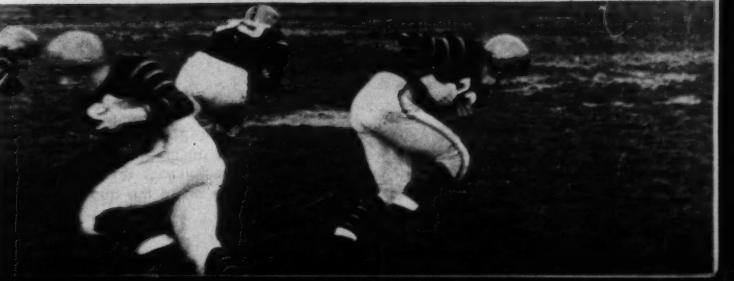
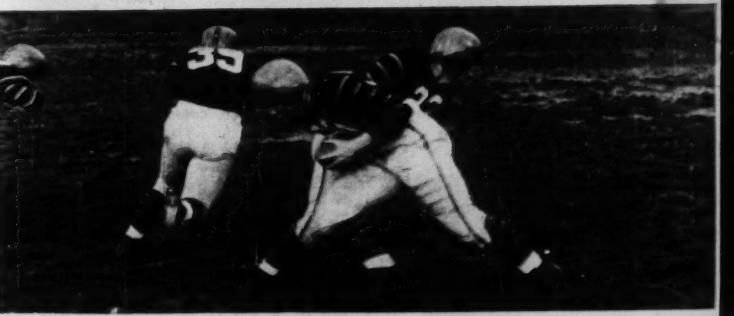
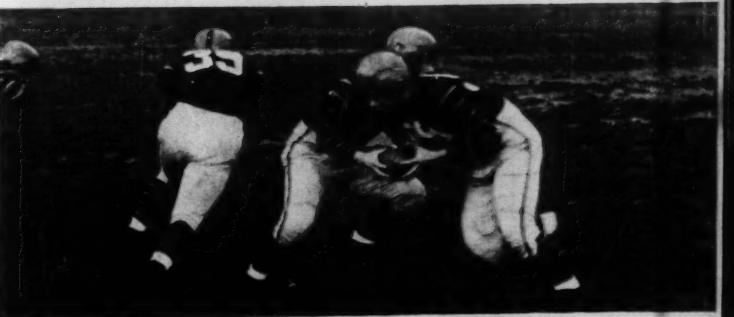
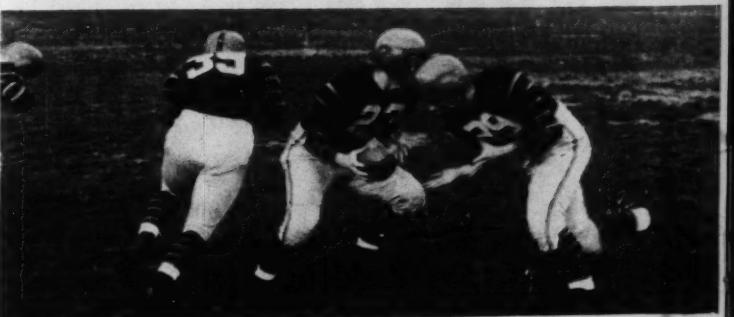
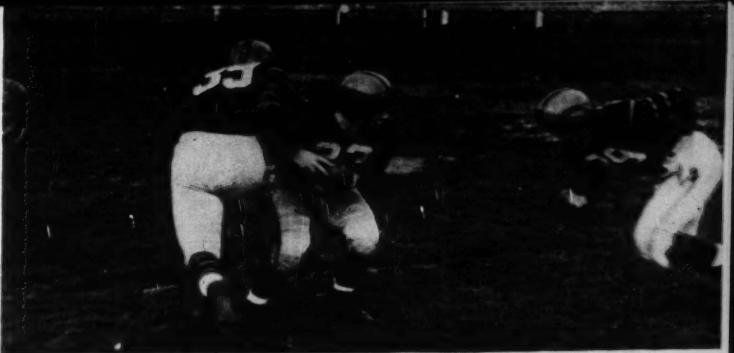
X is first concerned with getting off a good pass and then escapes around the guard for a peelback block. No. 10 goes for the safety, while 5 takes the halfback. No. 3 uses a buck lateral maneuver and hands the ball off to 2. After making the exchange, 3 fakes bucking and then, if not hindered, blocks back to the shortside. He should try to make this look like a carry up the middle. Then he cuts off any defensive man who threatens as a chaser in team defense.

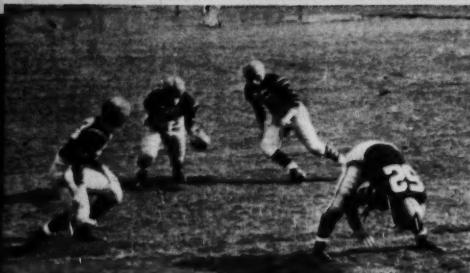
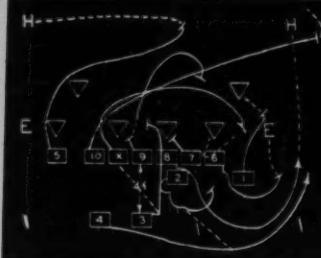
No. 2 turns and receives the ball from the fullback. He uses a hop and skip to obtain balance off his right foot to toss a long, low underhand spiral to the tailback. No. 4 starts quickly to gain speed and depth, before slackening speed on his fourth step to get on balance for

(Continued on page 71)

## BUCK 35

The full details of Princeton's Buck Reverse and Tackle Trap are revealed in the diagram and pictures on the left, plus a closeup view of the ball-handling on the right. Watch the fullback in the sequence on the left. Note that he starts with a balanced right step and does not take the ball into the body. He stays low and keeps the ball out and offers it that way. The quarterback executes a forward pivot off the left foot, keeping the elbows close and the hands out. Upon receiving the ball, he brings it in—as you may note in the closeup on the right. The wingback, who has pivoted and come across (keeping low), forms a pocket with his hands and is given the ball by the quarter. After the exchange, both men duck their inside shoulders for deception.

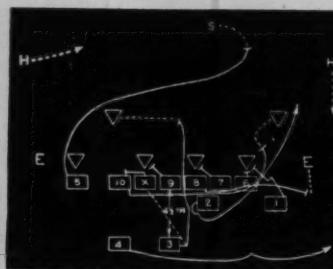




## BUCK 32

The pitchout. As the center snaps to the 3 back, the quarterback starts pivoting to the rear and the tailback starts wide to get into position for the pitchout. The fullback

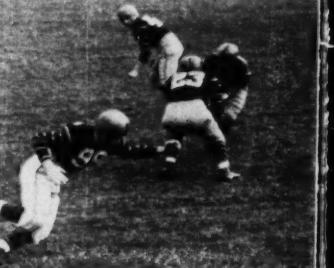
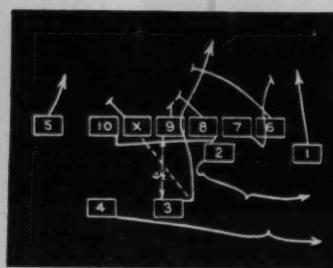
keeps the ball out after receiving it to facilitate the handoff. He stays low and gives off with a two-handed forward handoff. The quarterback also stays low, with



## BUCK 34

Quarterback keep. The 2 back (quarterback) is the vital man on this play. Without hard work on his steps, he'll have trouble getting into the hole or will be so far be-

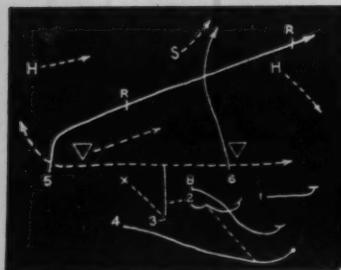
hind his interferer (the pulling guard) that he will be useless. After accepting the ball from the fullback, he must not allow himself to move in a curve and thus carry too



## BUCK 38

Fullback keep with longside guard trap. After taking the snap, the fullback takes a six-inch lateral lead step with his outside foot. As he starts toward the quarter, he

extends the ball with both hands, withdraws it quickly, and drives over the power block, just off the tail of the trapping guard. The fullback should not hurry his fake. On



## 32 PASS

This is the pattern used for passes off the Buck 32 pitchout. The play starts as before with the fullback driving into the line and handing off to the quarterback. The latter

pitches back to the tailback, and the play then resolves into a pass. The quarter becomes a blocker, protecting the area in front of the tailback and checking on all



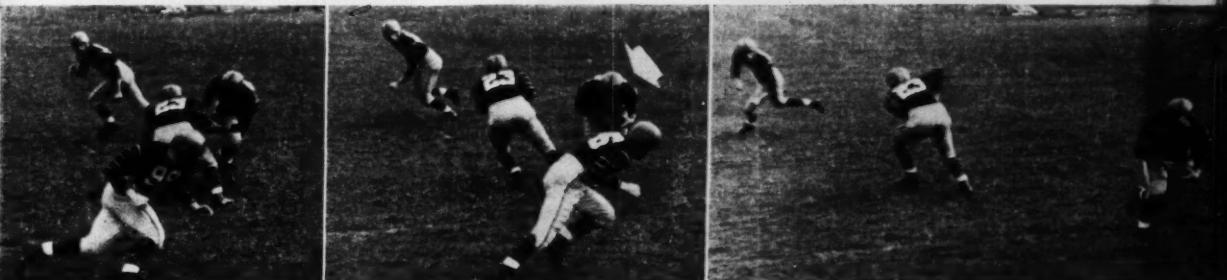
his elbows in and hands out, forming a pocket for the ball. Meanwhile, the tailback has been fading about six yards back, and looks for the ball on his sixth step. He starts at top speed, then slackens off so that he can compensate for a poor

pass. In the second picture above, the fullback is powering through on a fakie carry, the wingback is going for the backer-up, and the quarterback is beginning his hop, skip, and pitchout. He tosses an underhand spiral with a nice lead.



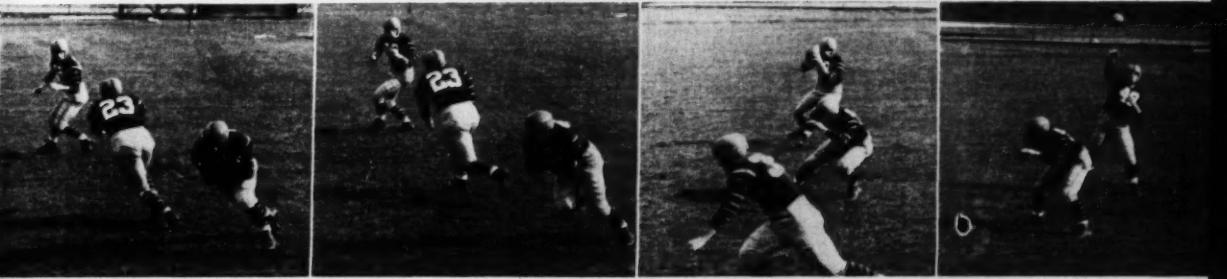
wide. He should take a lead step with the left foot at least parallel to the line and then a long cross-over step with the right foot directly on the tail of his interferer and on into the hole. Note that the quarter does not fake a pitchout to

the tailback before turning into the hole. This would take too much time and put him too far behind the running guard in the hole for ideal timing. However, the tailback is always careful to fake receiving the pitchout with his hands, as shown.



all these buck series plays, he has plenty of time to make a good fake. Once past the line, he should cover the ball, taking four steps with the ball fully covered. Note how the quarterback carries out the pitchout fake. As the full drives

by, the quarter's hands go out to him and then are quickly withdrawn. He then fakes the pitchout, following through religiously, never looking back to see how the play is going, since this would tip the fake to the opponents on that side.



preliminary blocks by the linemen and wingback. The fullback, after driving into the line, takes a sharp right or left veer parallel to the line, depending upon the reaction of the defense to the threat of the run. He can become an outlet

receiver if he veers right or a nuisance receiver if he veers left against a defense caught covering wide against the run. The tailback checks first to see if the right end is free deep. If he's covered, the passer then looks for the left end.

# Syracuse Winged

By FLOYD B. SCHWARTZWALDER, Head Coach

THE Syracuse offense is a home-made version of the unbalanced-line Winged T, evolved from a single wing. Compounded of the best features of both these systems, it enables us to hit every enemy position quickly, deceptively, and powerfully.

Our normal alignment is outlined in **Diag. 1**. If the defense is playing us tight, as in a close 5-3-2-1, we'll tend to narrow our line splits to get outside faster. If they play us open and loose to stop our outside attack, we widen the gaps to obtain angles and bigger holes up the middle.

If the defensive tackles or linebackers play over our ends to jam them on passes, we widen the ends as far as the opponents will follow us in order to isolate these defensive men and thus prevent them from supporting against our inside attack.

The men away from the point of attack experiment (without affecting the play being run) to get the defense's reaction to the different spacing. The most common defense used by our opponents is the over- or undershifted 6-2-2-1. The 7 is frequently encountered close to either goal line, while the 5-3-2-1 is faced mostly on passing downs, though two of our opponents use it more extensively.

We tend to run strong-side plays against a normal undershift, and shortside plays against the normal overshift.

Our center calls the under- or overshift. It is "under" if a man

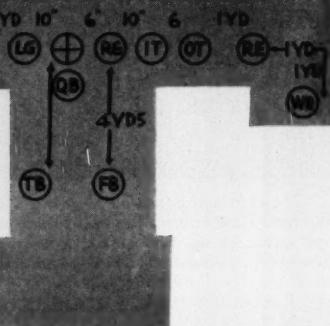
is on his nose, and "over" if a man lines up on our right guard. If a man lines up on both, the center calls it "loaded." The QB may now check the play if it is to be run in that area.

We use our two guards and the RE to call or signal the type of blocking to be used on plays going in their area. These men call or signal on every play, but it has no significance if the play is away from their area.

We no longer call the number of men on the defensive line. The tendency of defenses to plug linebackers or drop men off just before the play starts eliminates the significance of the initial call. The men block what they see in their own area, even on passes.

The QB can change the original play after we line up and he has looked at the defense. He is instructed to run quick count and wedge or dig out plays against defenses that alter their original alignment.

A study of our pictures supplemented by discussions with our players has proven that a definite knowledge by each man of his proper assignment assures a reasonable expectancy of success on a play. On plays where our boys get away on the snap and go after their man without hesitation, we find that we gain. Where there is indecision and hesitation, the play is doomed to failure. With this in mind, we



Diag. 1

emphasize team drills and assignments every day of practice.

We number our plays in three digits: the first number connotes the series; the second, the ball-carrier; and the third, the hole. For a change of direction play, we add 4 to the series.

We use four basic series, but will confine this article to our most commonly used series against normal defenses. We call this our 4 series. The two change-of-direction plays illustrated in **Diags. 29-32** are thus part of our 8 series. The holes and ball-carriers are numbered as indicated in **Diag. 2**.

Now for a detailed analysis of our attack, showing exactly how we run our plays against varying defenses and with shifting blocking patterns.

**Diag. 3:** 438 Fullback Straightaway Buck against Undershifted Defense (called by center) with Straightaway Blocking (called by RG after he looks at defensive spacing).

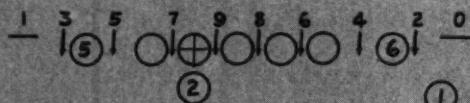
LE, RE, and WB release as indicated, raising hands and stealing look back at QB to fake reception of pass. RE tries to run through defensive FB as he goes for safety. All eligible receivers who release into deep secondary on backs always fake a pass reception immediately after release from line of scrimmage. This tends to freeze deep secondary as well as linebackers who may key off eligible receivers.

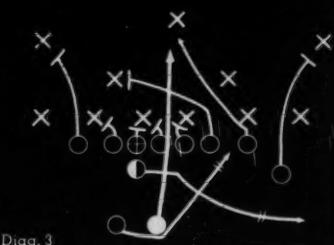
LG jab steps with left foot and drives into DRT with left shoulder. If DT is over our LE and DC is close up, LG may unload on him.

C drives into DRG with all his power head on. He keeps digging to help RG start him back.

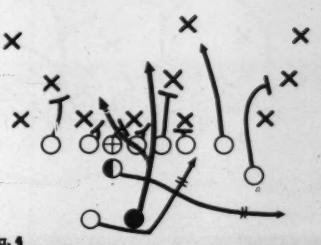
RG jab steps with left foot and contacts DRG with left shoulder. He aims for "bread basket" and then lifts up through DRG with short digging steps and a straight back. We drive DRG back initially and then laterally. This licks high lateral or angling charges. We also try to drive DRG into DC.

IT jab steps with right foot and  
(Continued on page 14)

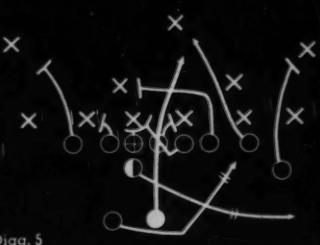




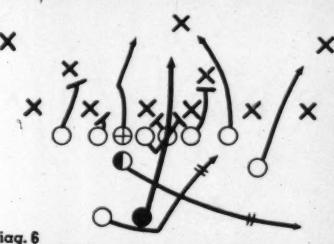
Diag. 3



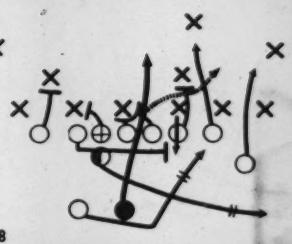
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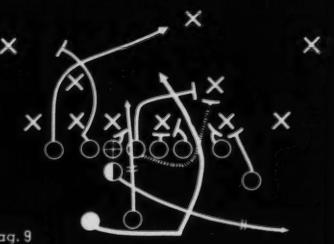
Diag. S



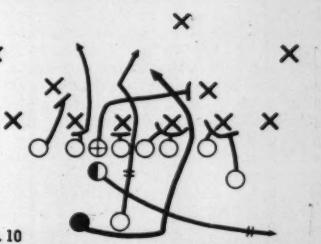
Diag. 6



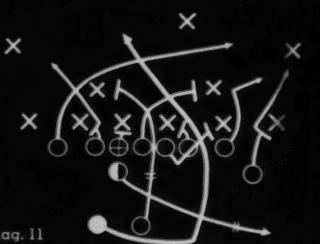
Diag. 8



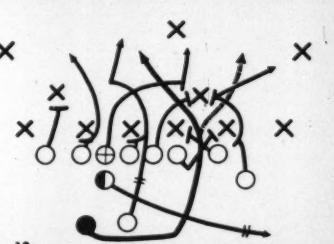
Diag. 9



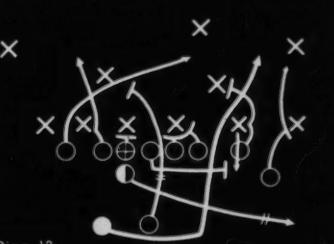
### Diag. 10



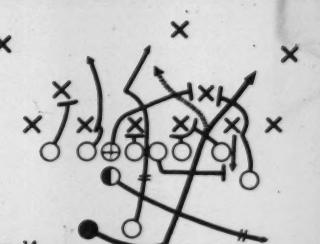
Diag. 11



Diag. 12



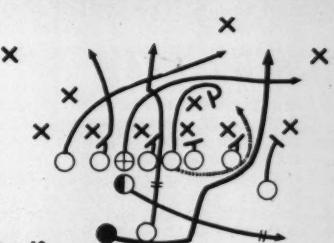
Diag. 13



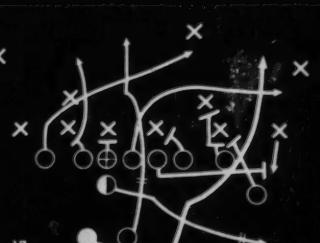
Diag. 14



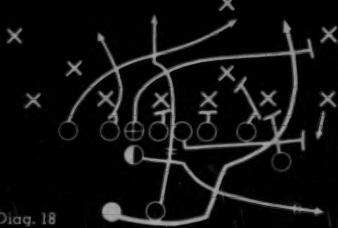
Diag. 15



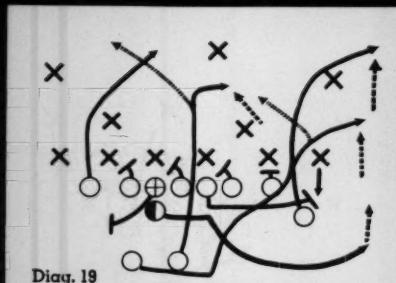
Diag. 16



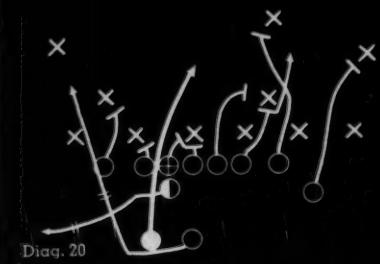
Diag. 17



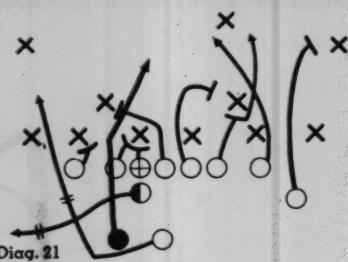
Diag. 18



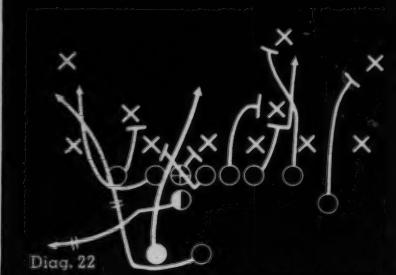
Diag. 19



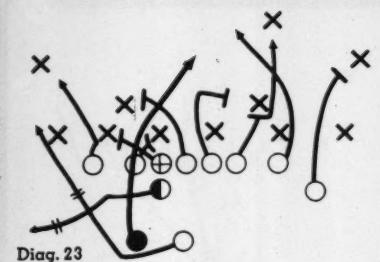
Diag. 20



Diag. 21



Diag. 22



Diag. 23

hits with right shoulder on DLG.

OT barely clears line with step by right foot, then hustles laterally across for shoulder or reverse body block on DC. OT has option of stepping back with left foot and leading play through hole against a plugging linebacker.

QB reverse spins, stepping back slightly with right foot as he takes snap from center. He pulls ball quickly into stomach with both hands. Elbows are tight against body to hide ball, and ball is started back to FB with both hands. Left hand is removed and right hand stays behind ball, directing it softly into pocket of FB's hands. QB then pulls right hand back quickly to stomach and angles diagonally to meet TB after latter has taken one step forward. He fakes to TB only with left hand and then continues well outside faking bootleg. If QB and TB fail to carry out fake, DFB is not contained and may stop play. If fake is good, we have no problem with DFB who must defend against TB inside or outside DLT.

FB starts forward with left foot and makes pocket for ball with left forearm and hand across stomach, palm up. Right forearm is carried high under chin with palm of hand down. FB takes ball on third step with right foot back. We have tried all types of handoffs and have discovered that if the right forearm is kept high to make adequate room for ball, we will get better deception and smoother handoffs with less fumbles. Our boys prefer it and have confidence in it.

If FB is taking ball, we do not object to his stealing a quick look as ball comes into pocket. He must glance up fast, however, to run opposite charge of DRG if he has angled to his left with snap. As FB receives

ball, he pulls it across body to left side holding it tight to body with both hands and forearms. After clearing line, he may raise up and drop right hand. We do not believe in switching ball away from downfield tacklers as it causes too many fumbles.

TB starts laterally with short right lead step, takes a left and right step and cuts up sharply toward right hip of our OT. In this manner, he threatens inside tackle play and gives QB a constant spot for handoff or fake. TB keeps right hand under with left forearm under chin. As QB sticks left hand in TB's pocket for ball, TB "looks" ball into his hands, pulling imaginary ball to right side. Left shoulder is slightly dropped to better conceal ball pocket. TB may continue into 4 hole or veer into 2 hole as he nears line of scrimmage. He must not slow down, but run well into line as if he actually has ball.

**Diag. 4:** 438 Straightaway against Overshifted Defense.

LE now blocks defensive center, since we never pass anybody in position to make tackle.

C and RG still double-team DRG straight back.

OT drives DLG back and deflects him to right with right shoulder. In such defenses, middle linebacker and DRG normally stunt a lot. Our FB runs directly at our RG and veers in direction in which he sees daylight.

**Diag. 5:** 438 Cross-Block against Undershift.

If DLG moves inside our IT, we call a cross-block with RG blocking first and IT crossing behind him. RG jab steps with right foot, hitting with right shoulder.

IT glides left foot 6 inches laterally to left, staying as low as possible. He drives off left foot and contacts DRG with left shoulder with lifting motion.

C still hits as hard as possible through DRG.

**Diag. 6:** Cross-Block against Overshift.

On overshifted cross-block, IT blocks in first and RG crosses behind.

OT now releases on DFB as he is most dangerous man in his area against play.

FB still veers toward daylight or away from angle of DRG.

**Diag. 7:** 438 Trap against Undershift.

If DRG is giving us trouble, our RG may call trap and get double-team help from IT at advantageous angle.

RG blocks hard and low through right leg of DG with right shoulder, but steps off with left foot to seal gap left by center leaving to check block DRT.

IT also steps with left foot to get left shoulder into lateral block on DRG.

LG must move fast with lead step to clear hole for FB. He roll blocks DLG if latter makes penetration, hitting first with left shoulder and then getting left hip and body into block. If DLG has held up charge, LG must go in hole after him with right shoulder power block used on cross-blocks.

**Diag. 8:** 438 Trap against Overshift.

OT now pressures DLG to contain him slightly, making opponent conscious of shuttling left and setting him up for trap by LG.

**Diag. 9:** 444 TB Straightaway Smash inside tackle against Undershifted Defense, type of block called by RE. This play embodies two double-teams and is a powerful short-yardage gainer.

LE releases on safety, still faking pass as he releases from line.

LG drives through DRT and continues straight down for DRH.

(Continued on page 54)

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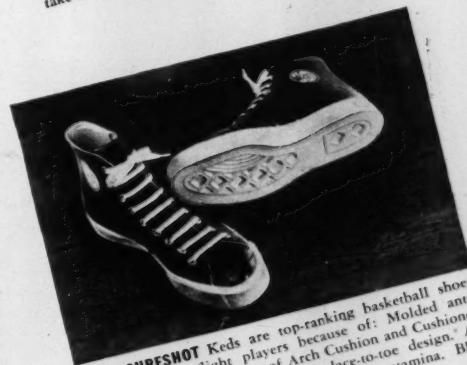
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# Clemson's Single Wing

By FRANK HOWARD, Head Coach

**T**O SATISFY the alumni and players, as well as the general public, the single-wing folks have had to adopt some of the T formation ideas. This appropriation has proved extremely beneficial. We have now found that the old delayed type of single-wing play can be made fancy as well as powerful.

The purpose of any offense is to score as often as possible. To do this, it is necessary to have a sustained attack which will control the ball and thus command the game.

It is no longer possible to lay back and wait for one break to bring victory. Even the die-hard single-wing guys have recognized this fact and have begun to shake the dust off their hoary offenses. Rule changes and changing defenses also make it obvious that a remodeling job is essential in order to develop a more open attack.

The single wing, as currently employed at Clemson College, is resourceful and flexible. It is different from the old-fashioned direct style of play used in the '20s and '30s, which required considerable brawn and a slave-driver coach to implement it.

Today's single wing demands good timing, clever ball-handling, men in motion, passing from each backfield position, and laterals—all of which

**DIRECT PASS:** Ball may be gripped with one hand near front end and other hand near back; or, as shown here, with both hands along front end. Ball is whipped with a powerful wrist flip, after which the head is quickly lifted and the hands brought up into blocking position.

give the attack style and color. While still a delayed offense (as opposed to the T), it possesses powerful deception and maneuverability that will allow good teams to score in any league, at any time, and from anywhere on the field, under equal conditions.

Clemson's play series follow:

## GROUND ATTACK

- 11-19 Buck lateral
- 30-38 Straight bucks (delayed)
- 40-49 Cutbacks or hand forward to WB
- 50-59 Spin plays to FB
- 101-108 Fake pass and run
- 90-98 Quick kicks

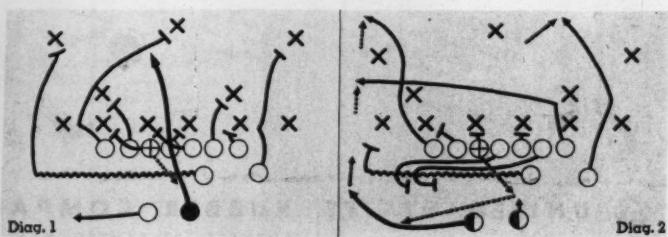
## PASS PLAYS

- “P” Special patterns
- 300 Off fake bucks
- 400 Off the run
- 500 Off the spin
- 900 Direct (straight back)
- 900 Off quick kick

Our formation and plays are outlined in the accompanying diagrams. Diags. 1-3 delineate our Direct Series.

**Diag. 1.** Fullback Delayed Buck: The fullback takes the center snap while taking two controlled steps towards the center of the line. After a slight pause to look towards the tailback, he drives through the holes. The blocking back goes in motion to the left, and the tailback fakes out and back while looking for a backward pass from the fullback.

**Diag. 2.** Fake Buck, Pitch Back, and Pass: The fullback takes the snap from center, fakes a buck, and pitches back to the tailback, who

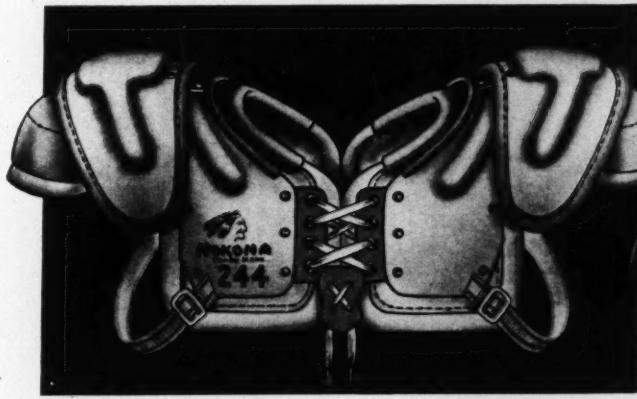




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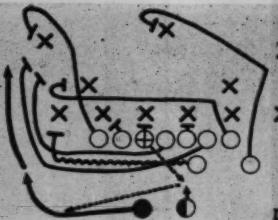
No. 330 HELMET — Cap-style solid foam rubber suspension built on standard 8-point heavy web. Heavy foam rubber padding between fiber and leather on forehead piece, crown and back. Furnished in any color.

No. 244 SHOULDER PAD — DuPont platinum nylon over sponge rubber padding with white fiber and white leather trim in a combination flat and cantilever style with double fiber arches.

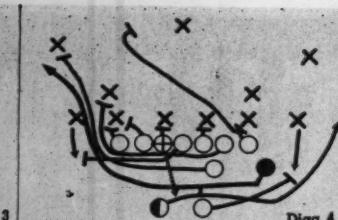


CUT-AWAY  
VIEW

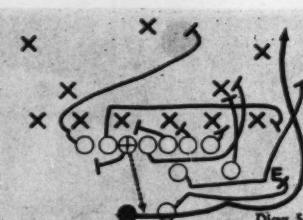




Diag. 3



Diag. 4



Diag. 5

fakes a wide play, then stops and passes.

**Diag. 3, Fake Buck, Pitch Back, Fake Pass, and Run:** Same action as before but this time the tailback fakes the pass and sweeps his left flank.

Clemson's *Cutback or Hand-Forward Series* is outlined in Diags. 4-6.

**Diag. 4, Off-Tackle Reverse:** The tailback starts to the right and hands the ball forward to the wingback. We hit every hole with this type of play and may send the blocking back in motion on any play.

**Diag. 5, End Run to Strong Side:** We also run this play with the blocking back in motion to either flank, and the right guard taking over his assignment. We have eight variations of this play, exclusive of the companion passes.

**Diag. 6, Fake Run and Pass:** Any pattern can be run in this fashion. We try to make the play resemble the cutback play inside of tackle. The defensive tackle has a tough time trying to stop the inside play and also rush the passer.

Our *Spin Series* is illustrated in Diags. 7-11.

**Diag. 7, Full Spin Inside Tackle:** Though this diagram shows the blocking back in motion to the left, we also run it without sending him in motion and also with the blocking back taking the defensive left end.

**Diag. 8, Short Reverse Off the Spin:** The tailback may very easily fake the spin pass or fake to the right. We also put the blocking back in motion in either direction or set him up.

**Diag. 9, Reverse Pass:** Run in the same fashion as previous play. This also fits in with the wide reverse, with the blocking back running through the right defensive halfback.

**Diag. 10, Pass Off the Spin:** This blends with the spin play through the middle, and we think it gives the receivers some advantage in getting ahead of the secondary. The line backers cannot back-pedal too quickly.

**Diag. 11, Naked Reverse or Counter Play:** This play piles up long yardage and depends upon good ball-handling. We also pass to the right end out and down behind the left half, from the same pattern.

On all our plays, the fullback and tailback come together on their first two steps. Immediately after the tailback clears the fullback, our wingback passes by the fullback. The tailback and wingback are timed up with the fullback, who controls his steps.

Blocking is the essence of single-wing football, and the purpose of all blocking is to keep the opponent away from the ball or the path of the runner. This phase of the offense

is permanent and unchanging. Even the T people realize that it is here to stay and are gradually getting back to it.

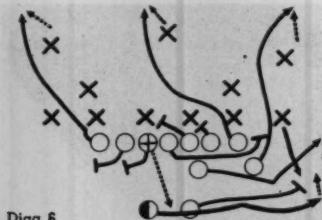
Through specialized coaching, blocking has become more stabilized. The blocks are definitely defined and classified, and this has produced an improvement in blocking technique.

Downfield blocking has definitely improved, thanks to the open style of play which permits more men to be catapulted into the secondary. Where an opponent must be moved or delayed for any length of time, it is still customary to assign two men to the job. The other opponent at the hole is taken with either a straight-away shoulder block or with a shoulder trap block.

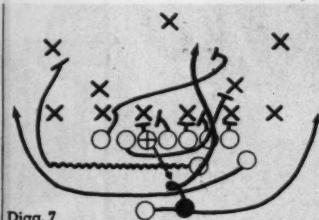
Ninety percent of the blocking at Clemson takes the form of either a simple type of shoulder block or a cross-body block, depending upon the opponent.

**Primary blocking.** The offensive linemen and blocking back make the majority of blocks on the line of scrimmage. While the basic principles of offensive lineplay have come down through the years virtually unchanged, much more is expected of the modern lineman. Because of the greater variety of plays and varying defenses, the modern lineman is burdened with many

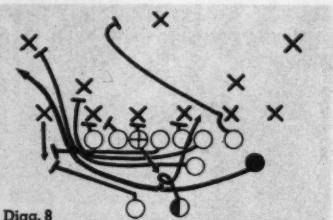
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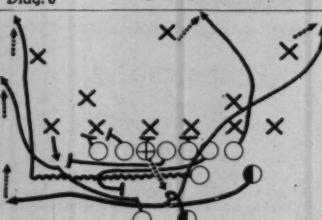
Diag. 6



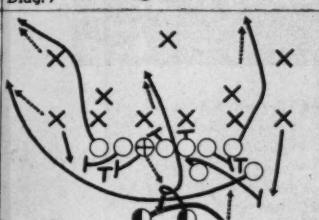
Diag. 7



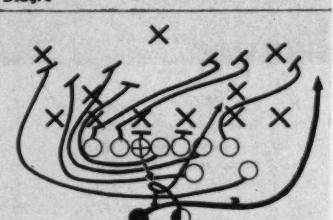
Diag. 8



Diag. 9

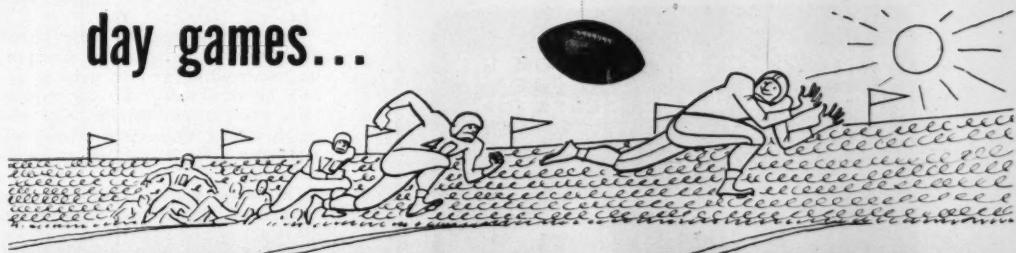


Diag. 10

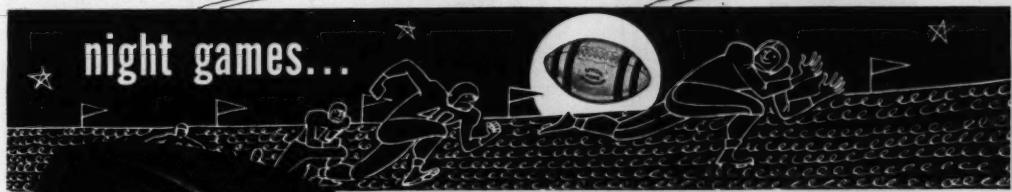


Diag. 11

day games...



night games...



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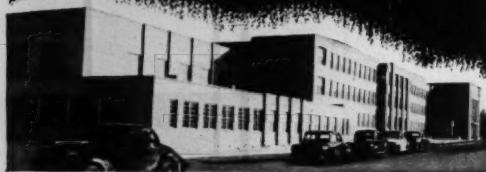
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The crux of lineplay today is not out-butting the opposing lineman, but controlling the first yard at the line of scrimmage. To accomplish this, you need linemen who are quick, strong, aggressive, intelligent, and who have the ability to move laterally.

On plays over their territory, the offensive linemen are expected to move the opponents out of the way, either straight back or laterally. This is double-team blocking. The other opponent at the hole is blocked by one man.

On plays towards the flanks, the linemen either block in the line, pull out for interference, or go down-field for the secondary. On this type of play, the men blocking in the line do not cross the scrimmage line, since there's no advantage in carrying men back. They merely keep their body between the opponent and the play. This is different from the old-fashioned blindfolded block.

With pulling linemen—guards leading interference, for example—it is a question of establishing definite mechanics, techniques, and assignments through constant practice. These linemen do not always establish the direction of the ball, as generally believed by many coaches. Well-planned counterplays, with clever backfield techniques and a passing game that blends with the ground game, have helped correct the give-aways.

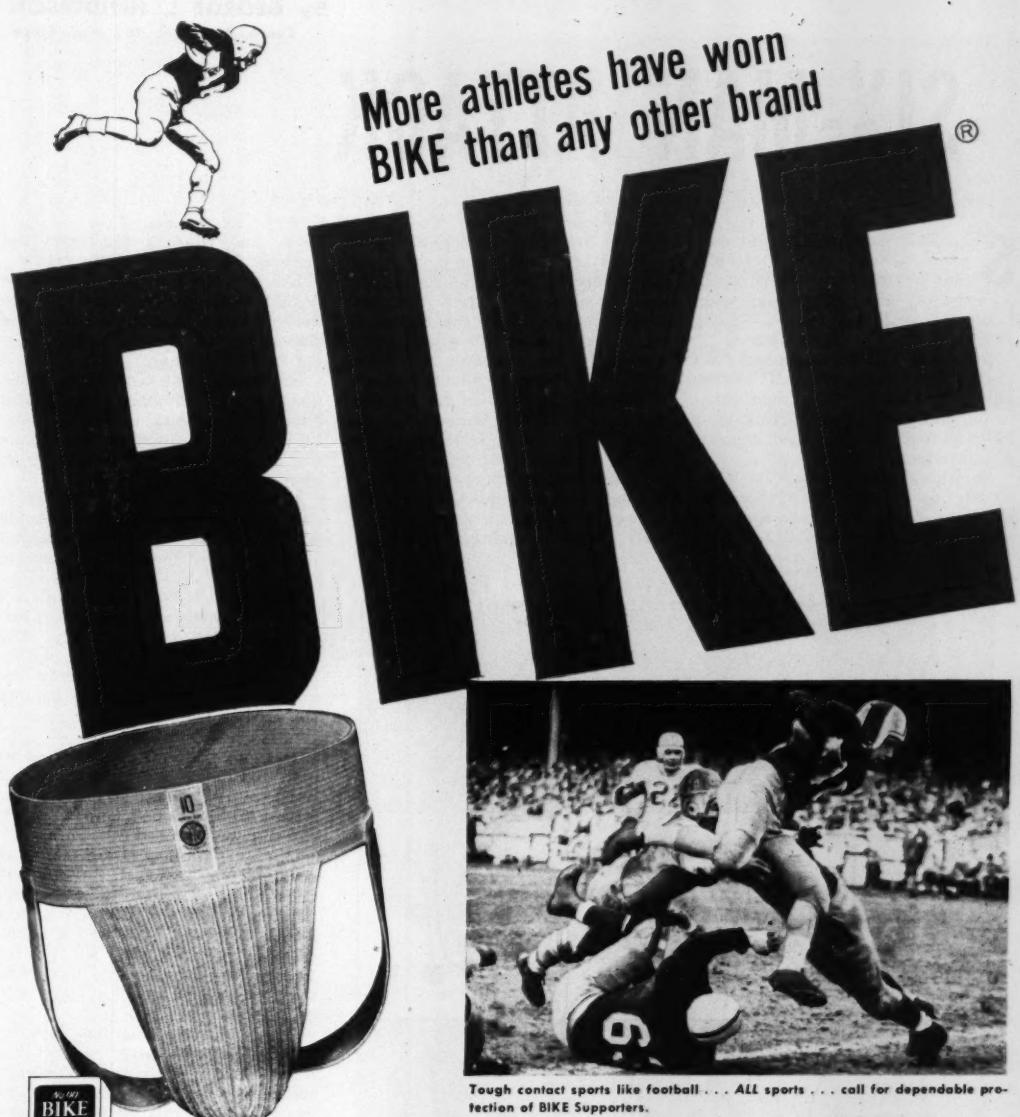
**Tactics of the offense.** Moving the ball on the ground is the basis of any good offense. In general, the ground offense is a deceptive delayed attack. We either hide the ball momentarily with spin plays or immediately establish the direction of the ball on cutback plays.

The plays are designed for straightaway power blocking or trap blocking. We may use the blocking back in motion to either flank or may set him up on either flank direct from the huddle. Any type of ground or pass play may be run with the blocking back out.

On standard plays, we have at least two methods of blocking at the hole. But we may attack each hole in as many as six different ways, depending on the series used and the mechanics of handling the ball. We may run the flanks in as many as fourteen different ways.

By abbreviations on play numbers, we may change the blocking assignment on the primary block to be made. Likewise, we may change any run into a pass or any pass into a run. We change the blocking in the line by automatic switches, de-

*(Concluded on page 73)*



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By GEORGE L. HENDERSON  
Coach, Mansfield (Ill.) High School

# SIX-MAN ATTACK

**S**IX-MAN football is a wide open game which constantly pits man against man. As a result, a single key block or just one good fake will usually produce a long gain or perhaps a touchdown.

Defensive balance is a precarious thing. The slightest shift in the wrong direction can prove disastrous, and each offensive formation must be met with a countering, different defense.

For these reasons alone, it is desirable to employ more than one offensive formation. Following, are several excellent possibilities, with

a terse analysis of each of them.

**The T** is probably the most popular offense in the game. As a rule, the two ends line up fairly close to the center, while the halfbacks set up about two and a half yards behind the line, five or six feet apart.

This alignment permits the offense to sweep either end or hit through either side of the line with equal facility. While the quarterback must make a clear pass, of course, he still possesses ample opportunity to fake.

**Diag. 1** shows a quick-hitting line plunge from the T, which is particularly effective against a 3-2-1 de-

fense, and **Diag. 2** illustrates the blocking for a sweep to the right.

The key block in the line plunge is that made by the center, while the key block in the end run is the one thrown by the halfback in taking the defensive end in.

Any coach with a little imagination can design many good plays from the T. Several excellent possibilities may be found in the appendix of the National Federation six-man rule book.

Insofar as the passing game is concerned, it's comparatively simple for the quarterback to fade behind the screening backs and pass to either end or center (**Diag. 3**).

**The Back-to-Back** formation is a simple variation of the T which hits perhaps even more quickly. The backs play closer together, within two yards of the line, while the quarterback stands with his back to the center, leg to leg, and receives the ball between his legs.

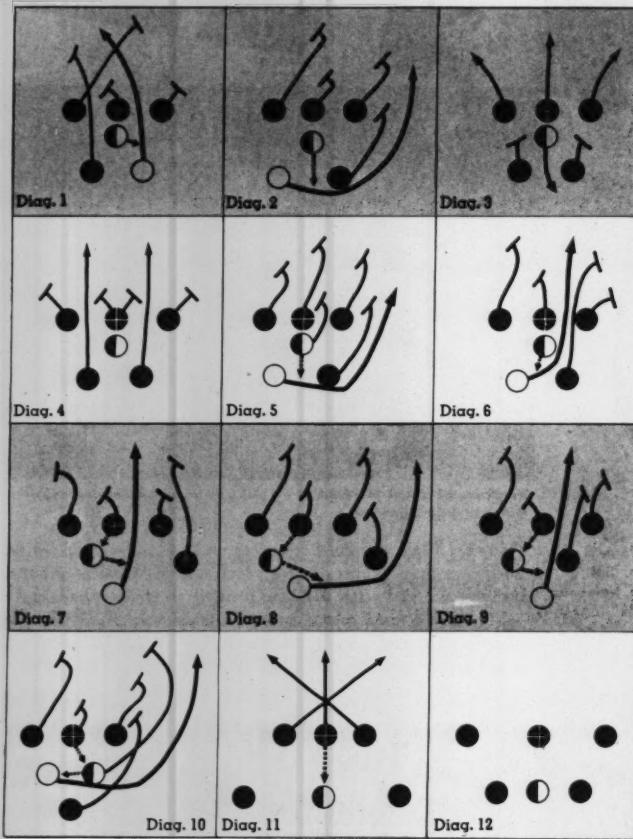
In short, the quarterback faces his own backfield. Since he does not have to turn or spin in order to see where to flip the ball, quicker starts can thus be obtained.

The line plunge (**Diag. 4**) is an optional play in which the quarterback gives to either halfback, depending upon the position of the defensive center. It's not a power play, but a quick start will get the ball-carrier through the line. From then on, every step he takes will be a gain.

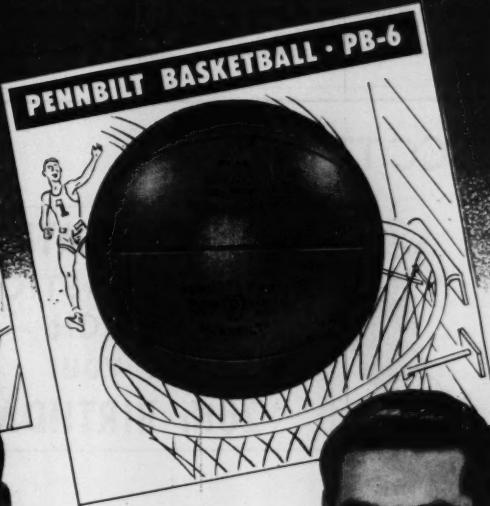
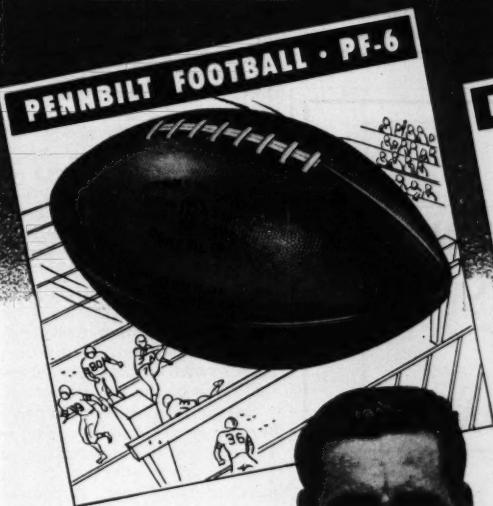
The end run from the back-to-back (**Diag. 5**) also exploits the quick-starting advantage. The halfbacks can begin running with the snap, and the quarterback can deliver the ball with a simple shovel pass.

Optional plays should be used whenever possible, called in the huddle but signaled from the formation according to the defensive alignment. A system in which "Hike, 1, 2 . . ." means a play to the right and "Ready, Hike, 1, 2 . . ." means a play to the left has been used successfully.

**The Y** is another variation of the T, with the quarterback taking a position about three feet behind the center. This formation is very effective with a spinning quarterback. A



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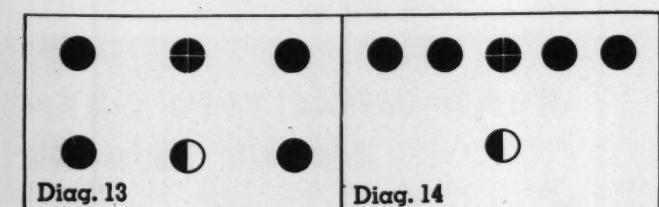


Akron, Ohio

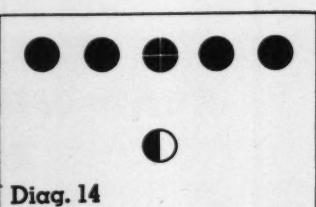
typical play, a cross-buck, is illustrated in **Diag. 6**.

**The Single Wing** is designed for power, since the wingback sets up in ideal blocking position. Though the wing immediately gives away the strong side, the formation, when shifted into from a T or some other balanced formation, serves to confuse the defense. **Diag. 7** outlines a line plunge and **Diag. 8** an end run.

**The Punt Formation**, though designed primarily for punting, can be used for several running and passing plays. Since the defense must gird for a kick or a play, it is forced to spread, making it vulnerable to a



**Diag. 13**



**Diag. 14**

smart offensive call. **Diags. 9 and 10** show a line plunge and an end run, respectively.

Coaches who believe that the punt formation is outmoded as an attacking weapon will be interested in the

comments of Coach Marvin Parr, of Pine Bush (N. Y.) H. S.

"After much experimentation with the various offensive formations, Pine Bush decided that the short punt was the system for us. We're firmly convinced that it offers the greatest deception, greatest power, most variations, and best blocking angles for six-man.

"Contrary to popular belief, we do not believe that the T affords greater deception. Even with a big heavy line, the six-man game is a wide open affair, and putting the ball-handler close to the line entails considerable risk.

"That was our chief objection to the T. Another stemmed from the fact that in six-man, deception cannot take place until after the clear pass—which practically eliminates the value of the T quarterback."

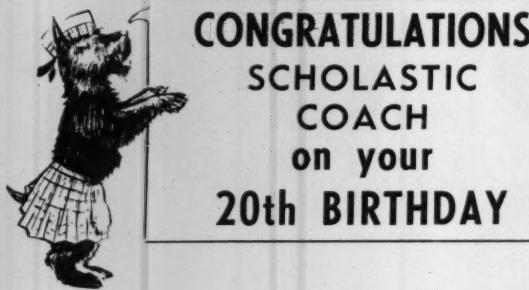
**Spread formations** offer any number of razzle-dazzle opportunities. They force the defense to spread and are very effective for getting pass receivers open. A cool-headed quarterback can give the defense conniptions. **Diag. 11** shows how he can kick or can pass to any of the other five players.

A few of the many options follow: The quarterback can (1) pass to one of the linemen running downfield; (2) pass to either halfback, who runs; (3) pass to either halfback who, in turn, can pass downfield to a lineman or the other halfback; (4) throw to a halfback who can pass back to the quarter for a run. **Diags. 12 and 13** illustrate two other popular forms of spreads.

**The Passing Formation** (**Diag. 14**) involves a five-man line and a one-man backfield. Because of the rule which prohibits the snap receiver from running with the ball, the formation is restricted to pass plays. With five eligible receivers, a cool quarterback can easily locate an open man. This is a particularly good formation with which to try for extra points, when no good place-kicker is available.

The choice of formations is unlimited, and an inventive coach can easily design a good, ingenious system of his own. That's one of the major reasons why six-man football is primarily an offensive game.

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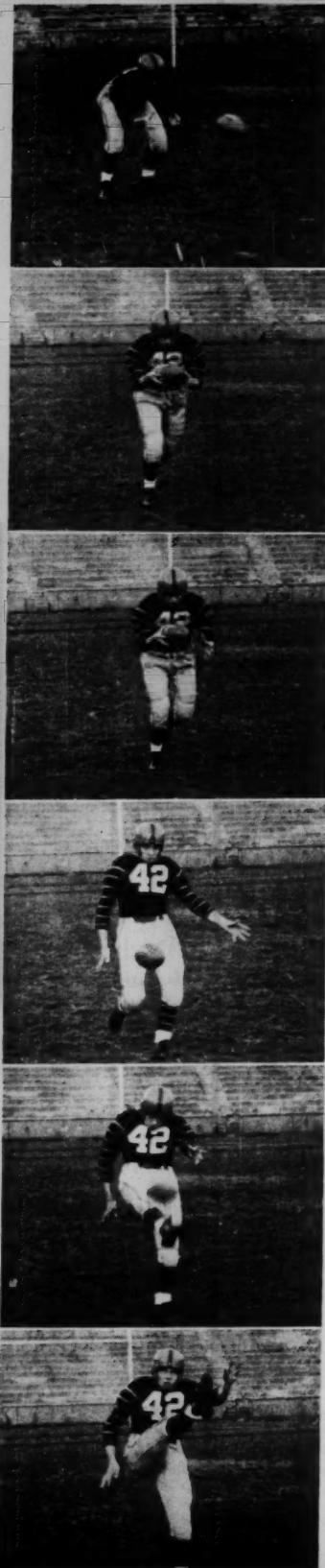
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## Oregon's Stagg Punt

By TOM KING

1950 Oregon U. Squad Member

SOME grid savant once remarked that "There's nothing new in football. All of our modern systems and innovations have antique roots." Be it as it may, I do know that the University of Oregon last fall achieved remarkable success with a unique punt formation originally designed by Amos Alonzo Stagg.

The efficacy of the Stagg Punt is powerfully attested to by the 1950 NCAA statistics. They disclose that the Webfoots placed third in the nation in punt defense, allowing their opponents an average of only 4 yards per return.

A comparison of these figures with that of the 1949 statistics further confirms the effectiveness of the Stagg formation. Before installing it last year, Coach Jim Aiken adhered to standard operating procedure in which the kicker stood 9-10 yards back and received protection from the center, guards, tackles, and backs.

As against the 1950 figures of 4 yards per return, Oregon foes in 1949 compiled a run-back average of 19 yards. Thus, the Webfoot defense, thanks to the Stagg punt, knocked off 15 yards per return in the span of one year!

Another significant statistic is the number of punts returned. In 1949, using the standard punt style, Oregon opponents ran back 21 out of 47 kicks for an average of 45%. However, in 1950 the very nature of the Stagg formation discouraged returns. Only 38% were returned (26 out of 67).

Paradoxically enough, Oregon's punting average from scrimmage actually increased in 1950—this, despite the fact that the kickers stood 5 yards further back than they did in 1949. One reason for this was that with fewer returns the punts were

Dick Kazmaier, Princeton's triple threat, shows how they do it up in Tiger Town. Contrary to most punting precepts, Coach Charlie Caldwell likes his kicker to stay low while awaiting the snap. He believes the low stance gives the kicker more balance and enables him to get the ball away faster. The kick itself is executed in traditional fashion—short step with right foot, regular step with left, and boom!

allowed to roll more for longer yardage.

Employing the same two kickers both seasons, Oregon in 1950 had a booting average of 37.2 yards, exactly 4 yards more than the 1949 average. Add these 4 yards to the 5 that the kicker sacrifices, and the result is that the Stagg system of punt protection helped Oregon hike its average a full 9 yards per kick from one season to the next.

The theory of the Stagg Punt is to cut off long punt returns by sending all the linemen downfield instead of holding them back for protection purposes. This is effected by placing the kicker farther behind the line of scrimmage, the increased distance substituting for the sturdy blocking that otherwise would be necessary.

The linemen merely bump their opponents momentarily and then charge downfield under the kick.

For Oregon, this worked beautifully. The Webfoots did not have a single punt blocked in 1950!

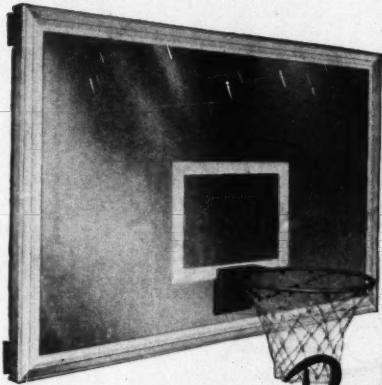
The punter lines up 14-15 yards behind the scrimmage line. His prime concern is to get the kick away quickly. The center delivers the ball sharply and rapidly (a ball that floats back may mean a blocked punt), then bumps any defensive man who attempts to knife up through the middle, and heads fast downfield.

Stationed 1½ yards away from the center, the guards work to their outside. That is their fundamental rule. They bump the opponent to their outside, then race down under the kick.

There is one exception: when the opponent sets up head-on with the guard, then the latter bumps that man and through prearranged signals tells the tackle next to him to take the man to his outside.

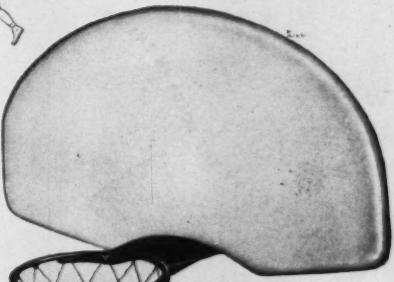
If an opponent comes through the slot between guard and center, both these linemen ignore him and let a back handle the assignment.

In all circumstances, therefore, the center works on the man who plays squarely in front of him and the guard takes the man who plays to his outside or directly opposite him. But they handle these men only in the sense of delivering a



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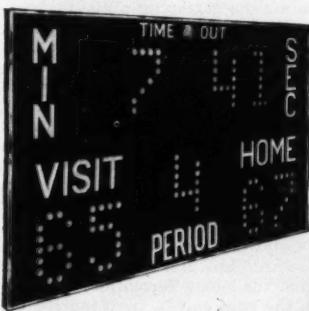
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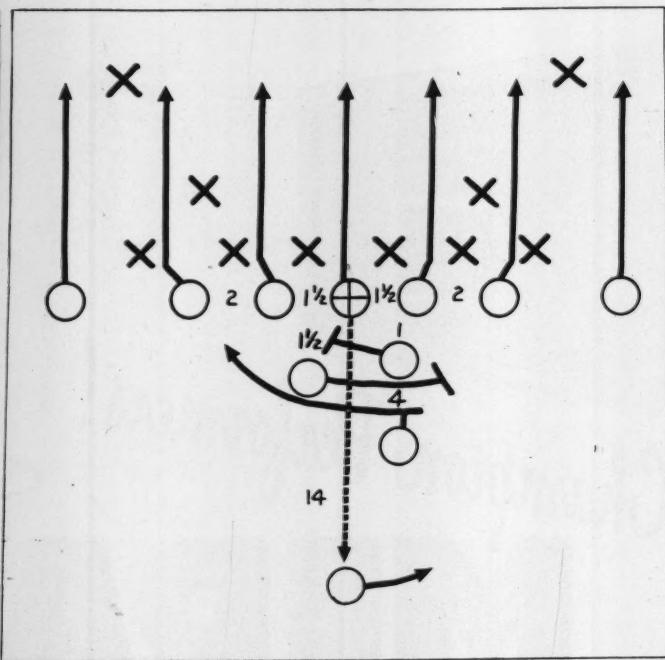
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quick blow to temporarily delay them. Their chief function is to rush fast downfield to throw a trap around the punt returner.

The tackles take a stance two yards from the guards. These interior linemen must work in close harmony. The tackle normally takes the opponent who plays to his outside. However, if two opponents plug the gap between the offensive guard and tackle, then the tackle handles the man closest to him.

Most of the time, then, the tackle will find himself taking the second opponent on his side of center. In certain cases, this may even be a charging, or shooting, linebacker.

Like the others, the tackles raise up to bump their men and then sprint downfield.

The ends split out wide, leave as the ball is passed back, and charge down hard and fast to the outside, keeping an eye on the punt.

The two up-backs in the protective pocket (usually designated the right and left halfbacks) line up just inside their guards, the right halfback 1 yard back and the blocker on the left  $1\frac{1}{2}$  yards back.

At the centering of the ball, they criss-cross, the right up-back going in front. He steps across fast and throws a cross-body block on the first man that comes through on the opposite side of center. He secures good inside position, a superb block-

ing angle, and sweeps the pocket clean.

Second man in the tandem is the left halfback, and he crosses behind the right halfback. His duties are the same. If no opponents break through, the up-backs are free to hustle downfield immediately.

The fullback lines up 4 yards deep on the right side (for a right-footed kicker), and simply handles the first man who reaches him. He is the final line of defense and has the ultimate responsibility for seeing that there are no blocked punts.

After the kick, the fullback goes down on the left side while the punter serves as safety man on the right side.

Thus, the Stagg Punt always sends a minimum of seven men down under a kick. Aiken did not modify the pattern in any respect even when Oregon was punting from the shadow of its own goal.

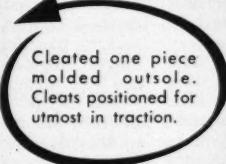
Reinstatement of the fair-catch rule this fall may have some effect upon the Stagg formation. Certainly, the rule will be used more often against a team employing the punting system described. This will make for even less run-back yardage.

In any event, the formation has proved itself highly successful at Oregon. If the linemen charge down hard and tackle hard, there is no reason for lengthy returns.

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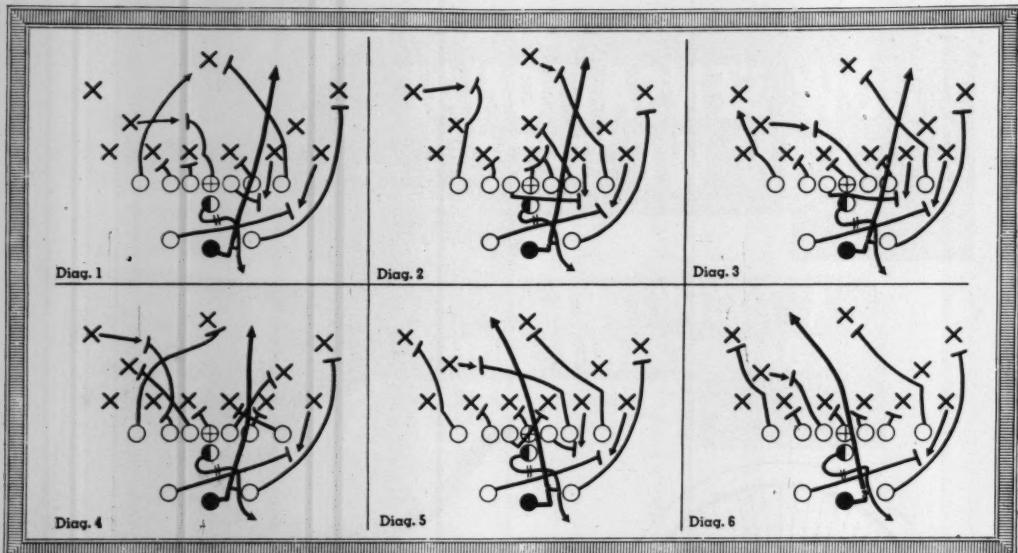
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## The Fullback Draw Series

By ROBERT C. MACKENZIE, U. of San Francisco, Scout for Cleveland Browns

EVERY often the T coach who has been springing his best break-away runner from the fullback rather than halfback spot will discover an increasing need for a play series which will afford a change of pace from the straightaway fullback bucks, slants, counters, and quick sweeps.

The necessity for variation is dictated by the fact that the defense will tend to concentrate on such a fullback and move swiftly to meet his every commitment. If the fullback can be teamed with halfbacks who are threats in their own right, the problem will not be too difficult. Then the fullback can be used as a decoy, with the halfbacks sharing the ball-carrying chores.

This is the familiar toss-and-trap sequence which alternates the pitch-out to the wide-swinging fullback with the fake tosses and handoffs to the halfbacks cutting in over the middle or striking inside the tackles behind trapping and cross-blocking.

However, if the halfbacks happen to be just ordinary runners or strictly blockers and plungers, thus placing the breakaway onus squarely upon the fullback, the conventional toss-and-trap series will not suffice. The situation calls for a series which will effectively simulate a danger-

ous wide sweep while permitting the fullback to execute an inside thrust of a delayed nature.

Such a series must stress an initial backfield movement similar to that of most fullback sweeps, but which can be achieved without actual commitment of the fullback to the outside. This is the kind of attack which exploits the eagerness and energy of the defense itself by drawing its key men onto the very shoulders of the offensive blockers, while at the same time permitting trap-blocking, cross-blocking, or double-teaming at point of attack.

The following sequence meets these requirements and also includes a few checkplays, to offset defensive counter-adjustment.

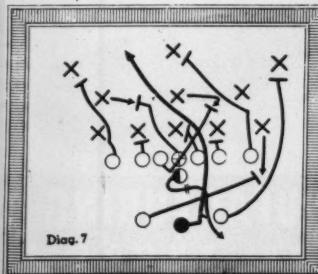
Strongest of the fullback-draw plays are the delayed thrusts inside the defensive tackle on the side to which the halfbacks make their fakes. **Diag. 1** shows a simple and effective version of this maneuver.

The pattern of backfield movement shown is characteristic of the entire sequence of fullback-draw plays. In executing it, the fullback drifts a couple of short steps on a bearing parallel to the line of scrimmage. Then, as he comes opposite the hole through which he is to cut—and as the left half drives across in front of him—the fullback turns sharply and takes the ball from the quarterback who makes a backward handoff after having faked to the left half.

It is a precision operation which, for maximum results, must be executed with a fine regard for the following fundamentals:

1. The fullback must stay low. If he raises up as the halfbacks dart off on their fakes, the deception is lost.
2. The fullback should keep his feet well spread and take short steps. This will tend to keep him low and will help him cut in squarely, swiftly, and with great power.

(Continued on page 34)





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Aridye 8" or 10" numbers, 15¢ per side or design on front, 25¢ each.



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78QS Standard weight white cotton, full cut. S-M-L. \$7.20 Doz.  
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With design, \$11.40 Doz.



LET Medium weight cotton, elastic top. \$3.00 Doz.

J Heavy weight cotton, rib top, nylon reinforced toe and heel. \$4.80 Doz.

R Heavy weight, 35% wool, 10% nylon, 50% cotton, 5% rayon. \$5.40 Doz.

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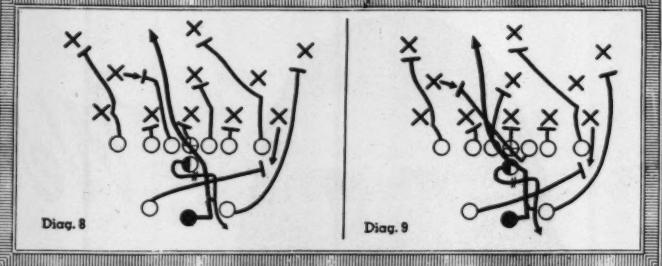
B Mesh pouch, 3" waist. S-M-L. \$7.20 Doz.

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3. He should cut off the foot farthest from the line of scrimmage. At the moment of cutting in, he should drop the shoulder which is nearest the line of scrimmage and dig hard with the foot on that side as he takes the handoff from the quarter.

4. As he hits the hole, the fullback should be facing squarely into it. He should have his body fully under control, but with a strong forward slant, back straight, diaphragm pulled up, chest and shoulders thrust well forward, balled neck, head slightly inclined, eyes looking straight ahead—and above all, eyes open.

5. The ball should be firmly pocketed in a tight-fitting hollow formed by the midriff, upper arm, forearms, and hands. The palms should cover the opposite ends or points of the ball, and the elbows should be clamped.

Turning our attention to the line blocking in **Diag. 1**, we might note that one of the key features is the alternative assignment of the end on the side under attack. This blocker takes his first step in such a manner as to pass inside the defensive linebacker in his vicinity.

Normally, this defender will be moving to protect against the threatened sweep. If the linebacker reacts in this fashion and takes the fake, the offensive end goes on downfield for the safety man. If the linebacker does not immediately commit himself to the outside, the

end must block him instantly and with authority, leaving the other end to block the safety by himself.

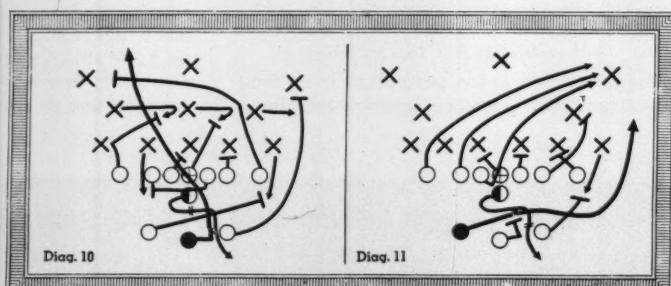
Somewhat similar to this play are those outlined in **Diags. 2** and **3** against five and six-man lines, respectively. They differ chiefly in that they employ trap-blocking instead of cross-blocking.

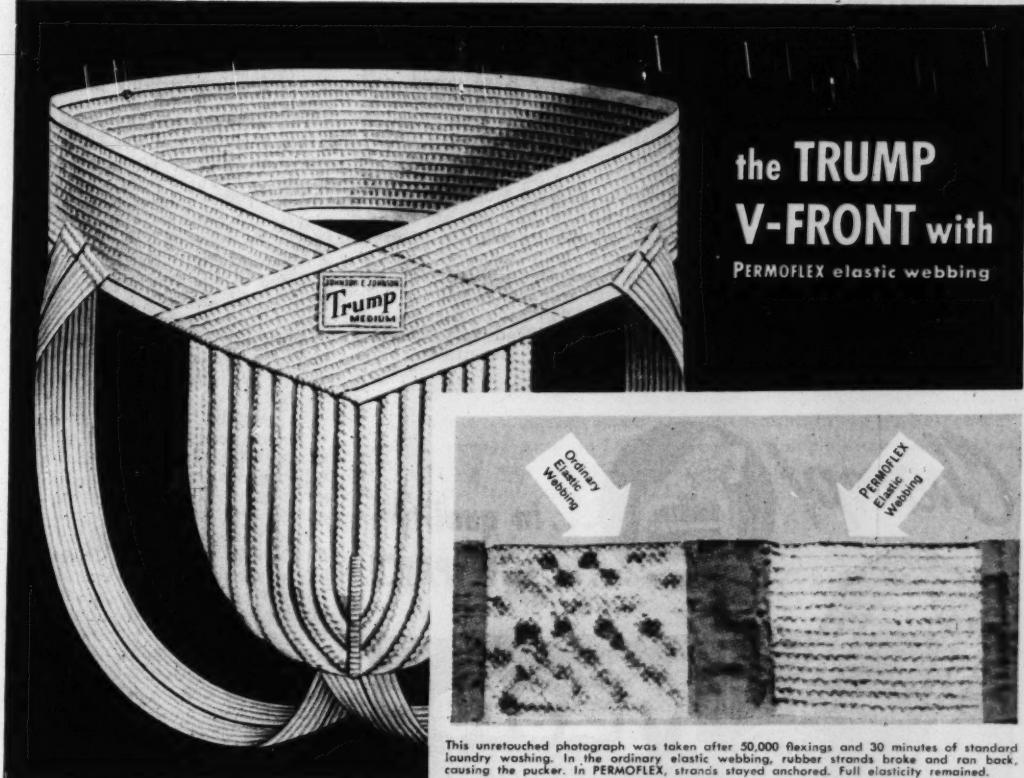
It will be noted that in all the preceding plays, heavy reliance is placed upon backfield deception to either draw the key defensive linebacker out of the play, immobilize him so that he can be easily screened, or set him up for a block by the end.

Such dependence upon faking and screening can be ruined by an unusually strong linebacker, particularly by the crashing type who shoots the gap in various ways and at different times. This can play havoc with the draw series unless some effective counter-measure is devised.

Such a device is outlined in **Diag. 4**, being particularly strong against either an unusual linebacker, a strong guard, a combination of the two, or against a generally smashing defense.

An unusual feature of this play is the manner in which it permits the trapping of a defensive guard from the outside. The offensive guard assigned to block the linebacker should whip across the line as fast as he can in order to approach his target (the linebacker) while the latter is as nearly static





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porters, exclusively, can offer you PERMOFLEX elastic webbing. You can identify it by the black stripe.

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as possible. This is important against backers who like to crash or who move in and play a semi-plugging type of game.

In crossing the line, however, the guard should be sure to deliver a passing jolt to the opponent immediately in front of him, thereby giving the latter the impression that some effort is being made to block him. If this is not done, a good defensive guard—realizing that he is about to be trapped—will drop and brace, going so low that it will be virtually impossible for the trap- per to dig him out of the hole.

You may have noted that all these plays concentrate on penetrating the defense at one particular point—the slot just inside the

defensive tackle. While this is probably the defensive point most vulnerable to the draw-type of play, the series also offers a number of possibilities in the way of splitting the defensive guards and opening a lane down the middle. One of the best of these plays is illustrated in **Diag. 5**.

The line blocking on this play is almost in the nature of a double-trap. At least it involves a trap-block by the right guard on the defensive tackle on his side. This is executed simultaneously and in combination with cross-blocking by the center and left guard.

If the defensive guards are charging hard and fast, thereby achieving deep penetration, the

play almost automatically falls into the double-trap pattern. On this cutback over the middle, the fullback cannot drift or draw quite as far to the side as he was able to do on the plays striking just inside tackle.

The play shown in **Diag. 6** is similar to the one just described, but differs in that the line-blocking is of the straight rather than trap variety. Key to the success of this play is the ability of the center to handle the defensive guard.

Although his initial block is facilitated by the fact that the backfield faking draws the guard into him, the center must do a workmanlike job of sustaining the contact and keeping the guard from driving his head across and into the hole.

In addition to affording strong weapons with which to penetrate the middle of a six-man line, the fullback-draw series offers an arsenal with which to attack the middle of the 5-3-3.

Note particularly the blocking angles which the plays in **Diags. 7-9** afford against the key central defenders of the 5-3-3, namely the middle linebacker and the defender on the head of the center.

Another strong down-the-middle draw play against a 5-3-3, particularly when the linebackers move strongly with the fake, is shown in **Diag. 10**. The trap block on the off defensive tackle is especially handy when that player is fighting to the inside of the offensive tackle normally assigned to handle him.

This block, plus the favorable shots offered the end and center at the two most dangerous linebackers, the heavy downfield blocking, and the ball-carrier's veering change of direction as he crosses the line of scrimmage, all combine to make this one of those precision "all-or-nothing" plays. Against an over-eager defense — one which tends to overcommit itself in compensating for some other weakness — this play can often shake a climax runner loose.

The foregoing are the bread-and-butter plays of the series. Since the draw pattern capitalizes on the natural eagerness of the defenders charged with wide responsibility, these plays are highly effective against a defense which is concentrating on stopping wide-swinging pitchouts to the fullback or quick sweeps off handbacks to the half.

However, the team employing this type of offensive weapon must be prepared to checkmate the inevitable readjustment which will be made by the defense. Against

(Continued on page 80)

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Don't take *our* word . . . but *do* consider the valued opinions of authorities whose reputations hinge on keeping teams in top physical shape! In a recent survey (covering 1,562 individual test applications) 186 coaches and trainers evaluated the efficiency of SURIN Ointment in relieving athletic muscular aches and pains. Their observations confirm the championship performance of SURIN!

Here is an exact tabulation of the survey's results:

QUESTION	YES	EFFECTIVENESS
① DID SURIN PRODUCE RELIEF?	177	95.16%
② WAS RELIEF PROMPT?	151	81.18%
③ WAS RELIEF LONG-LASTING?	129	69.35%

Yes, the evidence unquestionably favors SURIN for relief of sore, stiff muscles, aches, sprains and strains! Here's why: SURIN brings relief where needed *most*—at the *point of pain*. It contains a powerful modern research drug *Methacholine*, which (1) quickly stimulates local blood circulation and (2) speeds penetration of relaxing agents, camphor and menthol, and analgesic, methyl salicylate. Many leading trainers agree SURIN is a wonderful lineup of medically-approved ingredients that usually pays off *in minutes* with soothing, relaxing, hours-long relief!

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It's a *dermament*—acts beneath the skin surface—thanks to *Methacholine*! Harmless to clothing. Washes off in a flash!

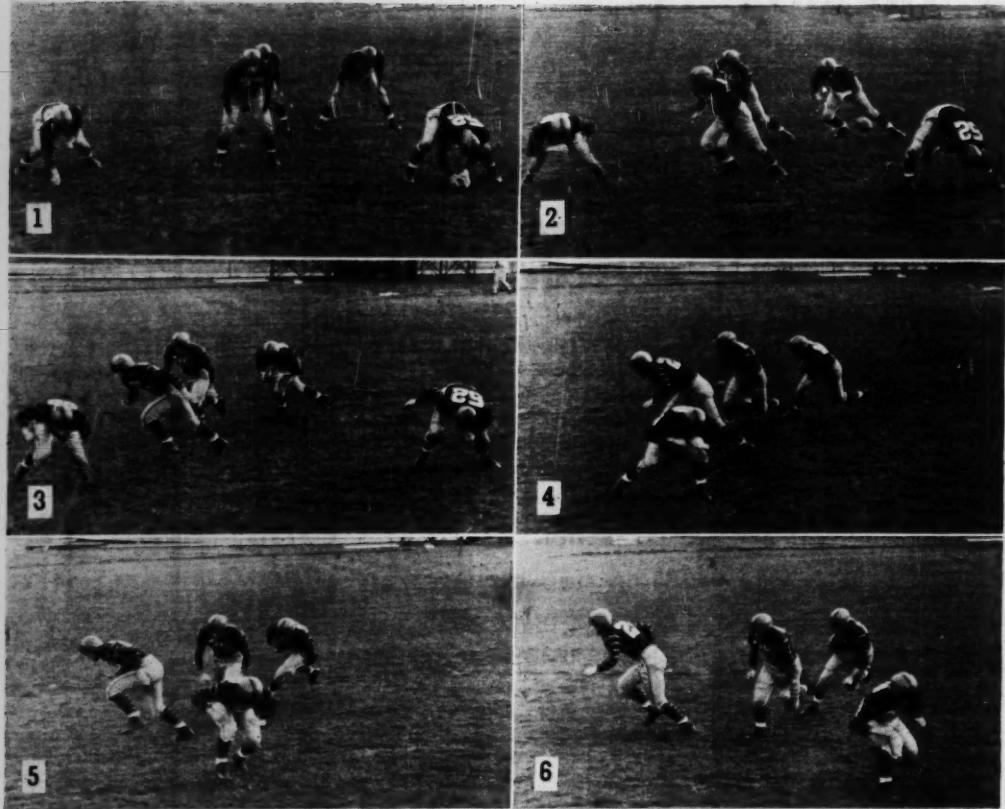
### COACHES—TRAINERS!

If you have not yet tried SURIN, write today for free full-size jar and descriptive literature!



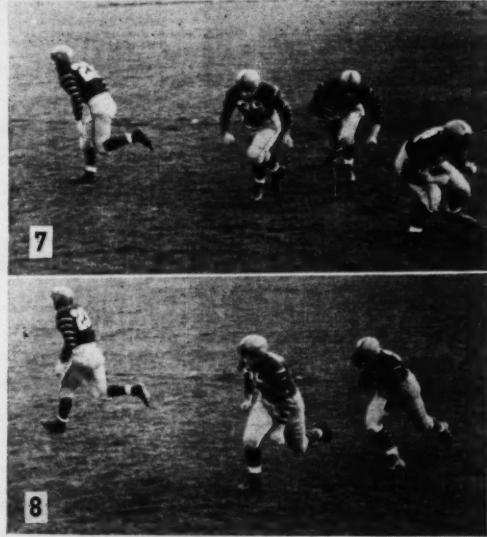
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## Off-Tackle Power Play

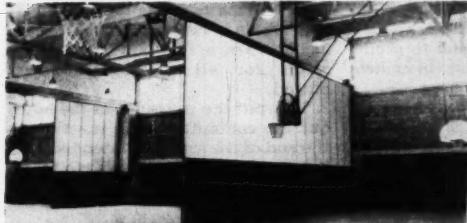
• Single-wing football is designed to deliver its most effective blow at the strongside defensive tackle, and here is the way Princeton applies the power from its straight tailback series. The wingback helps the end with the defensive tackle, the quarterback moves out for the end, and the fullback runs straight at the defensive end cutting either side of the quarterback's block. Now watch the tailback (Dick Kazmaier). As the center snaps the ball, he takes a lead step with the right foot (No. 2), a cross-over step (No. 3), and cuts on the third step (Nos. 4-5). As a rule, the fullback drives around the defensive end, threatening him with a hook block. This keeps the end outside and thus sets him up for the quarterback. The full then goes through for the left half. Coach Caldwell believes in sending only one blocker through the hole ahead of the ball-carrier, on the sound theory that this enables his boys to hit the hole faster.



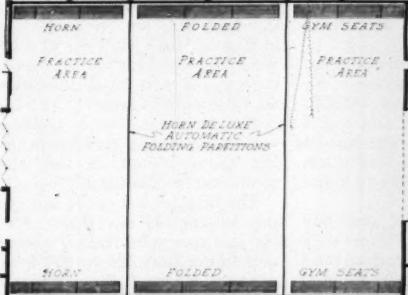
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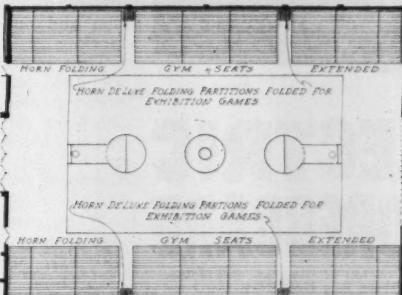


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## GRADE YOUR BLOCKING!

By SAMUEL T. KELLEY

Coach, Howe H. S., Indianapolis, Ind.

THE opening of the 1950 football season found the Howe High School coaching staff in somewhat of a dilemma. Despite all our drilling on downfield blocking, it remained the weak point of our attack.

Naturally, we were deeply concerned. Our ball-carriers couldn't shove off for faraway places without help on the secondary, and this assistance just wasn't forthcoming.

In an effort to improve this fundamental, we took moving pictures of several games so that we could show the players exactly how they were failing in their downfield assignments. But this didn't seem to help as much as we thought it would.

It was then that we came up with the solution. We decided to take pictures of all our games and to grade each player on each play in which he participated.

The ultimate results exceeded all expectations, and here is the step-by-step procedure by which we reached the promised land.

Our first problem was to determine a scoring system. After a joint conference of coaches and veteran players, we decided that a maximum of two points could be earned on each play—one point for execution and one point for an actual block.

Thus, in grading an offensive play, we had several alternatives. We might award a perfect score of EB, the E for good execution and the B for the block, or we might award an EO, the E for good execution and the O for not being able to make the block.

When playing defense, the boy might get an EP (execution and pursuit), an ET (execution and tackle), or an EO, which denoted that he played his position properly but didn't make the tackle.

Hence, if a boy was in the game for 30 plays, he might attain a maximum score of 60 points. If he had some O's among his grades, his total score might be 45 out of the possible 60 or 75%. The passing grade was 70%.

This grading idea was incorporated into our awards system. Besides having to play in 50% of the total quarters to earn a letter, football players now had to maintain a 70% blocking average.

If he got only 65% in the first game, he had to make this up in the succeeding game by getting 75%, to make a 70% average. If he fell below the passing grade in the second game, he lost credit for the quarters played in the first game. But he could regain the credit thus lost by scoring the needed percent above 70 in the third game.

If the player earned 80% in the first game and fell below 70% in the second game, the player could not depend on the preceding mark to balance his score. He had to make up the loss incurred in the second game, in the next contest.

In his last two games, the player had to earn a 70% average or lose credit for all previous quarters played.

This put the pressure on the boys, but the committee, in a meeting at the end of the season, contended that the grading system wasn't too tough and that it tended to greatly discourage loafing.

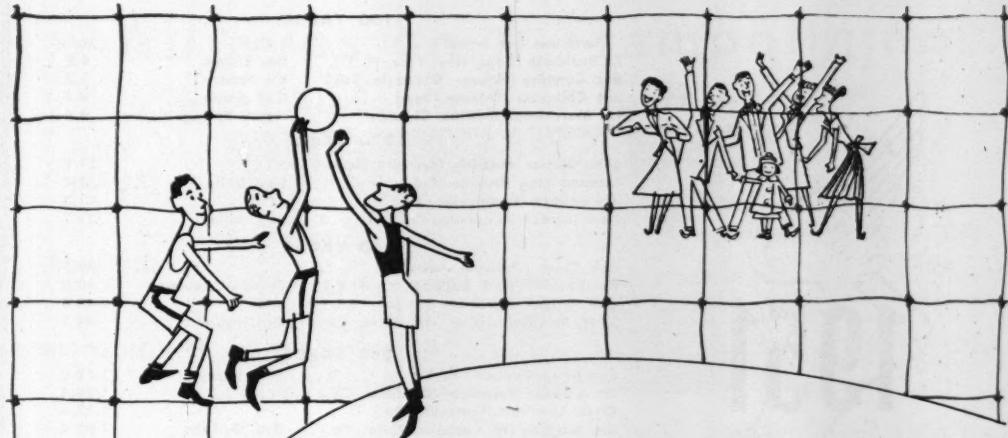
The highest score for the season was 87.5, and the lowest 71.3. That this system improved our downfield blocking was clearly indicated by the fact that we chalked up more long gains than we ever had before. We won 8 and lost 2, the losses being by 7-2 and 13-0, the latter by an undefeated team:

The boys received a grade every week, and all looked forward to seeing them posted in the dressing room every Tuesday.

The film for this program (covering 10 games) cost \$300. We took the pictures at 24 frames per second, and found that 500 to 600 feet adequately covered the game. All of our concession money goes into our film fund, and this year we plan to sell advertisements in our programs to help bolster the fund.

I got my \$300 worth on one intercepted pass that a boy carried 60 yards for a touchdown. On this particular play, our boys made eight blocks that cut down nine opponents. It sure made the ball-carrier look good!

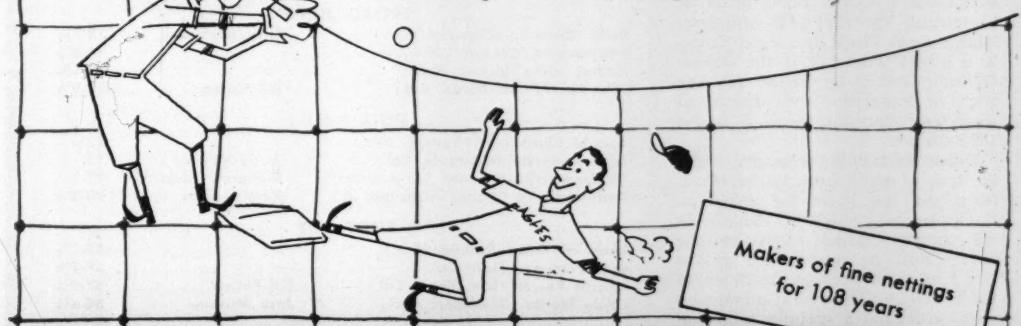
Incidentally, we're a T team. Over the past four years, we've won 25 lost 12, and tied 2. And we hope to improve.



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# All-American High School Track Team

• Scholastic Coach takes pride in presenting its first All-American High School Track and Field Team. You might well call it the Junior Olympic team, for these are the stars of tomorrow and several of them may represent the U. S. in the 1952 Games.

Consistency of performance, rather than a single superlative effort, furnished the basis for selection. For example, though Ed Brabham's 9.9 century failed to make the Honor Roll, he was picked as the No. 1 sprinter because he defeated the East's best in several meets and once outlegged a sprinter who had placed in the NCAA meet.

California, as can be readily seen, leads the parade with 17 nominations, followed by Illinois, Pennsylvania, Oregon, and New Jersey with four places each. Herbert Hoover H. S., of Glendale, with three places, rates as the No. 1 track school.



## 100 YARDS

Performer and School	Coach	Mark
Ed Brabham (Boys, New York, N. Y.)	Doc Elstein	9.9
Bob Cunningham (Hoover, Glendale, Cal.)	Vic Francy	9.7
Joe Childress (Odessa, Tex.)	Gail Smith	9.7
Ira Murchison (Phillips, Chicago)	Henry Springs	9.6

## 220 YARDS

John Barber (Messick, Memphis, Tenn.)	21.1
Leamon King (Delano, Cal.)	21.4
Art Pollard (Coatesville, Pa.)	21.3
Herb Turner (Alameda, Cal.)	21.2

## 440 YARDS

Bob Clark (Oelwein, Iowa)	49.5
Ron Ferraro (De LaSalle, N. Y., N. Y.)	49.3
Cliff Hatcher (Central, Detroit)	48.8
J. W. Mashburn (Cap. Hill, Okla. City)	48.1

## 880 YARDS

Eph Klots (Pelham, N. Y.)	Dick Lacey	1:58.0
Gene Jones (Technical, Oakland, Cal.)		1:58.4
Clyde Lowthert (Pottsville, Pa.)		1:58.3
Joe Merkins (W. Catholic, Phila., Pa.)	Bro. G. Luke	1:57.8

## ONE MILE

Gene Fekete (Camden, Clementon, N. J.)	4:26.3
Jim Lambert (Central, Muncie, Ind.)	4:22.3
Steve Murphy (Calumet, Chicago)	4:23.0
Bob Reed (Estacada, Ore.)	4:25.6

## HIGH HURDLES

Milt Campbell (Plainfield, N. J.)	14.5
Ed Hogan (Hoover, Glendale, Cal.)	14.2
Ron Pruitt (Istrouma, Baton Rouge, La.)	14.3
Willie Stevens (Phillips, Chicago)	14.3

## LOW HURDLES

Dick Fowler (Ames, Iowa)	19.2
Ed Hogan (Hoover, Glendale, Cal.)	19.2
Frank Morris (Medford, Ore.)	19.3
W. M. Turner (Brady, Tex.—200 yds.)	21.7

## HIGH JUMP

Bernard Allard (Fresno, Cal.)	6-6 1/2
Howard Anderson (Windsor, Colo.)	6-6
Al Hamilton (Jordan, Los Angeles)	6-5 1/2
Dick Sinclair (Washington, Los Angeles)	6-6 1/2

## BROAD JUMP

Rollin Garrison (Compton, Cal.)	23-3 1/2
Bill Hairston (Central, Columbus, O.)	24-8 1/2
Hadley Hicks (Bisbee, Ariz.)	23-5 1/2
John Parker (San Diego, Cal.)	23-9 1/2

## POLE VAULT

Dwight Chambers (Phoenix, Ariz.)	13 1/4
Larry Anderson (Glendale, Cal.)	13
Clarke Merrill (Belmont, Los Angeles)	13-3
Dean McKown (Lyons, LaGrange, Ill.)	13-3 1/2

## SHOT PUT

Roosevelt Grier (Roselle, N. J.)	57-1 1/4
Leon Patterson (Taft, Cal.)	59-2 1/2
Charlie Powell (San Diego, Cal.)	57-9 1/4
Clyde Wetter (Grossmont, Cal.)	58-4 1/2

## DISCUS

Jerry Helgeson (St. Cloud, Minn.)	162-6
Leon Patterson (Taft, Cal.)	173-3 1/2
Dean Parsons (Eugene, Ore.)	167-4 1/2
Jim Samuelson (Brady, Tex.)	163-1 1/2

## JAVELIN

Buddy Garcia (Alamogordo, N. M.)	193-1 1/2
Roosevelt Grier (Roselle, N. J.)	194-1 1/2
D. C. Mills (Medford, Ore.)	213-6
Pat Scordo (Kane, Pa.)	194-10

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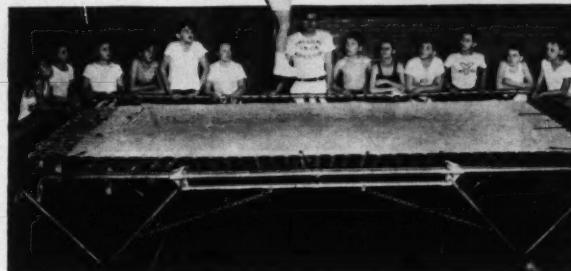
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COMPETITION

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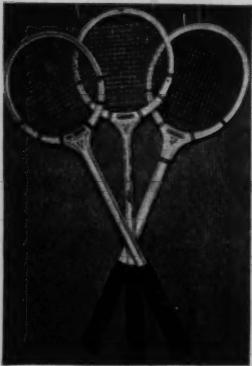
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# NEW EQUIPMENT

As a service to its readers, *Scholastic Coach* offers this periodic round-up of new sports equipment items. For further information write to: Scholastic Coach, New Equipment Department, 351 Fourth Ave., New York 10, N. Y.



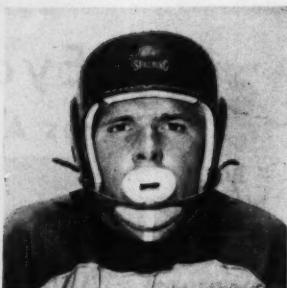
● **SQUASH RACKETS.** All three new Corland Line Co. rackets are known for their stronger, livelier, longer-lasting frames. Made by an exclusive bonding process, they eliminate built-in frame fatigue and internal stress. All frame parts are welded electronically into a single, finer-playing unit, which helps prevent frame fracture or opening of glue joints when strung at high tension.



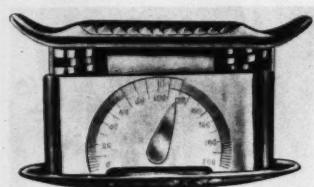
● **SWIM FINS, MASKS.** Featured in the film, "The Frogman," these Voit swim-fins and swim-masks are used in the sport of skin-diving. The divers, propelled by swim-fins, search through their swim-masks for game fish, abalone, clams, and lobsters. The fins enable the diver to reach a depth rapidly and return swiftly.



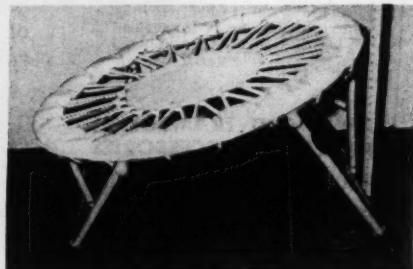
● **ATHLETIC BALL LINE.** Russ Beichly, veteran Akron University basketball coach, puts his stamp of approval on the new and complete athletic ball line being introduced by The Sun Rubber Co. In his hands is the Sun "88" Champion Basketball.



● **MOUTH PROTECTOR.** The ingenious new Mill-Mont Co. mouth protector protects the mouth, teeth, and lips, while enabling the player to breathe and speak through it. A definite advance in injury protection, it may be worn in or out of the mouth.



● **HAND MANUOMETER.** Designed for measuring hand strength, the new Fred Medart device has a maximum capacity of 200 pounds, and an indicator scale accurately marked in 2-lb. increments. The manuometer is made of brass and is heavily chrome plated. Hand grips are grooved and shaped to comfortably fit the hand.



● **MINI-TRAMP.** Constructed of the same materials as the famous Nissen Trampoline, the Nissen Mini-Tramp is a modern lightweight "springboard" ideally adapted for gyms, pools, and cheerleaders. It is 36" in diameter, has a center bed secured with rubber shock cord, is adjustable to any angle, and folds flat for moving.



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20

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*Chuck Taylor*

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# NEW EQUIPMENT

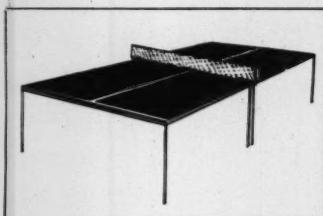
As a service to its readers, Scholastic Coach offers this periodic round-up of new sports equipment items. For further information write to: Scholastic Coach, New Equipment Department, 351 Fourth Ave., New York 10, N. Y.



● **GERMICIDAL CLEANER.** The Huntington Labs. liquid cleaner not only thoroughly cleanses but also deodorizes and disinfects at the same time. "Korex" is highly concentrated, and diluted up to 40 and 1 with water before using. It cuts through dirt, breaks it down, and floats it away in one application.



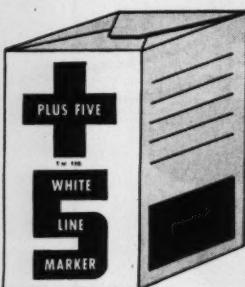
● **SWIMMING AID.** Learning to swim is facilitated by the new vinyl film plastic "Kick-O-Pull." Designed to take the place of the familiar water wings, it has the advantage of providing buoyancy without hindering overhand arm movement. A Plastic Sheeting Co. device, it inflates by blowing and straps onto the back.



● **TENNIS TABLES.** The Takapart Lifetime Tennis Table represents a permanent investment in recreation. Its double steel frame and locking folding steel legs guarantee strength and accuracy, while the 5-ply heavy fir top insures against warping, chipping, or sagging. Divides into two separate sections and finished in two-tone color effect.



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# Basketball Coaching by Films

By DAVID E. McDOWELL

Coach, Kent State University

THE Chinese have a proverb which holds that "A good picture is worth a thousand words." In basketball coaching, this proverb might well be paraphrased to read, "A good motion picture is worth ten thousand words."

The fact remains, however, that while coaches have observational evidence to support the value of motion pictures, they possess very little objective proof.

This paucity of specific, authoritative information has impeded the progress of the motion picture in basketball coaching; and it was with this thought in mind that a definitive study was undertaken by the writer.

The investigation was conducted by questionnaire among 123 of the foremost college basketball coaches, and was designed to serve the following purposes:

1. To determine *how much* use is being made of the motion picture as a coaching aid in college basketball.
2. To determine *in what ways* the motion picture is being used.
3. To determine the opinions of college basketball coaches in regard to *what values*, if any, are possessed by motion pictures.
4. To provide a list of suggested techniques to guide basketball coaches in the use of motion pictures.

From the questionnaire returns, it is apparent that the coaches are in complete agreement with the best theory and practice advocated in the utilization of educational motion pictures. The general sentiment is that this visual teaching device is tremendously useful as an aid in:

1. Increasing the coach's knowledge of the game.
2. Teaching the fundamental skills to the players.
3. Teaching offensive and defensive team play.
4. Teaching the rules to the players.
5. Teaching game strategy.
6. Motivating the players to higher levels of achievement.

7. Helping maintain player interest throughout the season.

8. Evaluating or grading individual player performance.

9. Speeding up the early season learning of the players.

10. Demonstrating and analyzing correct form.

11. Analyzing and diagnosing individual techniques.

Several different types of films are being utilized by the coaches. The main types include:

1. Films of actual games.
2. Films of squad practice sessions.
3. Training films using the school's outstanding players as demonstrators.
4. Game films borrowed from other schools or from professional teams.
5. Films made of individual players performing certain skills.
6. Commercially produced films available on a rental or sale basis.

Of all these types, the game film was rated the most valuable and the one used most frequently. In rating the different types of films in terms of player interest, the coaches once again rated the game film as tops. They stated that their players were, as a general rule, much more interested in seeing themselves in action (on film) than anybody else.

The study also indicated that the most extensive use of motion pictures is made during the regular season, rather than during the fall and spring practices; and that the coaches prefer showing these films outside the regular practice hours.

Apparently the coaches, while recognizing the many values of teaching with motion pictures, are still reluctant to take time away from the floor work. The use of motion pictures necessitates, hence, special meetings outside the regular practice.

The study also highlights the many uses being made of game films. In addition to being studied by coaches and players, the films are being exhibited to such groups



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as undergraduate coaching classes, physical ed classes, coaches' clinics and meetings, alumni gatherings, booster club meetings, high school banquets, and other miscellaneous groups.

Most of the coaches indicated that:

1. They shoot their games on 16-mm. film.

2. The most common procedure is to take the pictures at 24 frames per second.

3. The cost of shooting a college game varies considerably from school to school with the average cost ranging from \$75 to \$100 per game.

4. Most schools have either a professional photographer or a school faculty member taking their game films.

5. Our colleges last season shot an average of five and seven-tenths games.

6. Nearly every school shoots the entire game rather than just parts of it.

7. Most schools used more than 1000 feet of film per game.

The study further revealed that a very large percentage of the college athletic departments own equipment for taking and exhibiting motion pictures. For the most part, this is confined to 16-mm films; only a very few schools are equipped to handle either 35-mm. or 8-mm films.

Other facts brought to light pertain to certain general considerations involved in the use of films, namely:

1. Some college basketball coaches are making their own training films.

2. College coaches are making more extensive use of the motion picture than they did two years ago, and plan to make even greater use of films in the future.

3. Most coaches would, if possible, take pictures of all their games.

There are many factors which prevent or limit college coaches from making full use of motion pictures. The most serious problems include: (1) financial limitations, (2) poor or insufficient gym lighting, (3) no suitable vantage ground for the photographer.

In the actual use of game films, it was found that the coaches not only studied these films intensively but also showed them to their players. The coaches believe that these films have great value when viewed carefully by both the coaching staff and the players, and observe a variety of techniques in studying them. A summary of these techniques or methods of use follows:

1. It is necessary to stop and reverse the film from time to time to

permit a close and detailed study of the action.

2. Stopping the projector frequently on one picture permits a careful analysis of the contents.

3. The coach should preview a film before showing it to his players.

4. Showing the film with a verbal commentary is more effective than showing the film without comment.

5. Game films are valuable as a scouting device when preparing for a later game with the same opponent.

6. Some coaches are able to take only four or five game films per season. But by taking pictures of different opponents each year, a school can, within a few years, build up a film library on most of its opponents. These films can prove valuable every year in preparing for a given team, provided its style of play remains unchanged.

7. Get the films developed and show them to the players as quickly as possible. Game films viewed a day or two later are more effective than when viewed a week later.

8. The Eastman Kodak Co. maintains a 48-hour developing service during the season for the convenience of basketball coaches.

9. The coach can effectively study game films with individual players at their convenience during the day.

### OWN TRAINING FILMS

10. Make your own training film, if possible, using your star performers to demonstrate both individual technique and team play. These training films are valuable in working with future squads, and can be very useful in introducing the school's basketball system to the freshman squad.

11. To avoid interfering with floor work, show films to the players outside of regular practice hours.

12. Many different films are available for study. But films of your own games and practices are the most interesting to the players.

13. Some schools film only parts of a complete game in order to conserve funds.

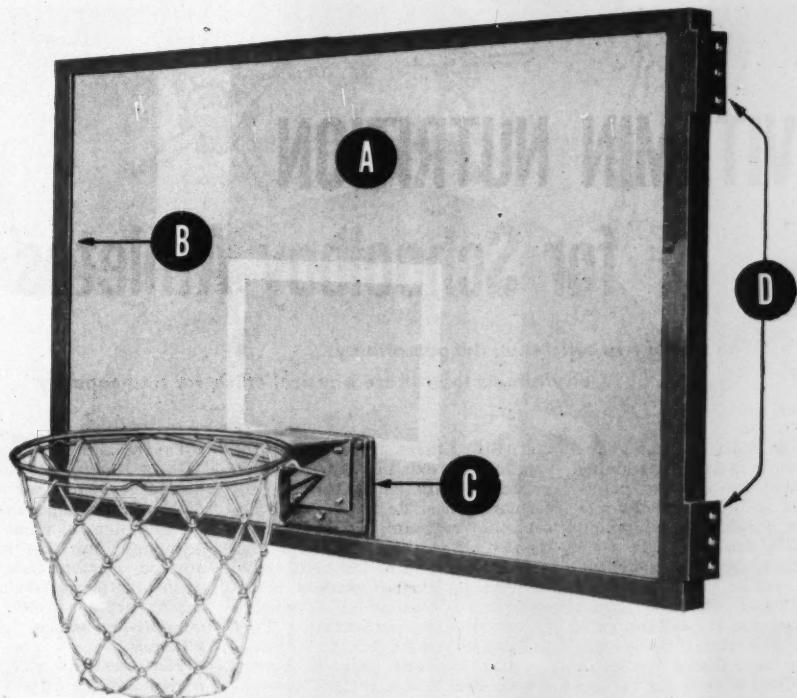
14. If lighting is exceptionally good, game pictures may be taken on color film.

15. To be valuable, game pictures must be taken in slow-motion. Twenty-four frames per second gives satisfactory results.

16. It is necessary to have a competent photographer and a suitable place from which to shoot.

17. For best results, the photographer should use a power-driven camera to catch all of the action.

(Concluded on page 86)



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# VITAMIN NUTRITION for Schoolboy Athletes

*The first of two articles on the potentiality  
of vitamins to increase physical efficiency and capacity*

ONE of the most absorbing developments in athletic training has been the interest manifested in the ability of vitamins to increase the physical capacity and work output of athletes.

This regard for the potential physiologic values of the known vitamins reflects the nutritional tenor of the times. It has been estimated that the American people are spending more than a quarter of a billion dollars a year for various synthetic vitamin preparations.

The nation's "vitamin consciousness" may be attributed to two allied factors. First, the average citizen today is constantly being exposed to vitamin findings; and as data keep flowing from the research lab to the popular magazines and newspapers, the man on the street is naturally becoming more familiar with the nutritional potentialities of vitamins.

Secondly, the public has been appreciably influenced by all the commercial advertising media extolling the health benefits of vitamin concentrates and vitamin-enriched foods. Some of the information gleaned from such advertising is scientifically valid and some is misleading, if not largely fallacious. In any case, the public has become more and more interested in the vitamin content of foods and in the vitamin needs of the body.

The high school coach has felt the impact of this new "vitamin consciousness" both directly and indirectly. Some coaches want their athletes to supplement their diet with vitamin perles, or pills, during the season, a practice advocated by many college trainers.

Other coaches, taking a more conservative position, emphasize the need for including foods of high vitamin content in the boy's regular

diet. Still others, uncertain of the relationship existing between high vitamin intake and athletic performance, hesitate to establish any set policy regarding the eating habits of their players.

It is not unusual for high school athletes to become acutely interested in a "training diet" as a means of assuring top performance. They too are influenced by the information on vitamins gleaned through school health instruction, newspapers, magazines, radio, television, and other sources.

In the face of such a mass of data—often of a conflicting nature—the boy usually turns to his coach for confirmation or denial of the values attributed to vitamins. The word of the coach, in most instances, will prevail over all other opinion and information received from home, school, and community sources.

In view of this prevalent "vitamin consciousness" and the need for sound thinking, it would seem worthwhile to consider the potentialities of vitamins in contributing to optimal muscular efficiency and athletic performance among high school boys.

Research in vitamin nutrition is progressing so rapidly that speculation and principles regarding the action of the various vitamins within the human body, are constantly being revised. Some of the data culled from experiments with laboratory animals has not shown a valid application to humans, and much of the basic study in pharmacology has not been applied experimentally to the realm of sports and strenuous competition.

That vitamin nutrition is just one part of the total dietary picture should be recognized at the outset. Although this paper deals only with the attributes of vitamins, it should be pointed out that high levels of athletic performance are based upon a total well-balanced diet of carbohydrate, protein, fats, and minerals in addition to the various vitamins.

For excellent and authoritative reviews of the effects of other dietary elements on physical performance the reader is referred to the work of Cureton,<sup>1</sup> Keys,<sup>2</sup> Morehouse and Miller,<sup>3</sup> and Schneider and Karpovich.<sup>4</sup>

## ADOLESCENT NUTRITION

Before presenting an analysis of the ergogenic, or work-producing, potentialities of certain vitamins, several basic principles of adolescent nutrition should be mentioned.

In general, it is known that the youth of high school age exhibits a higher basal metabolic rate than adults and therefore requires more calories per day than the mature adult male.

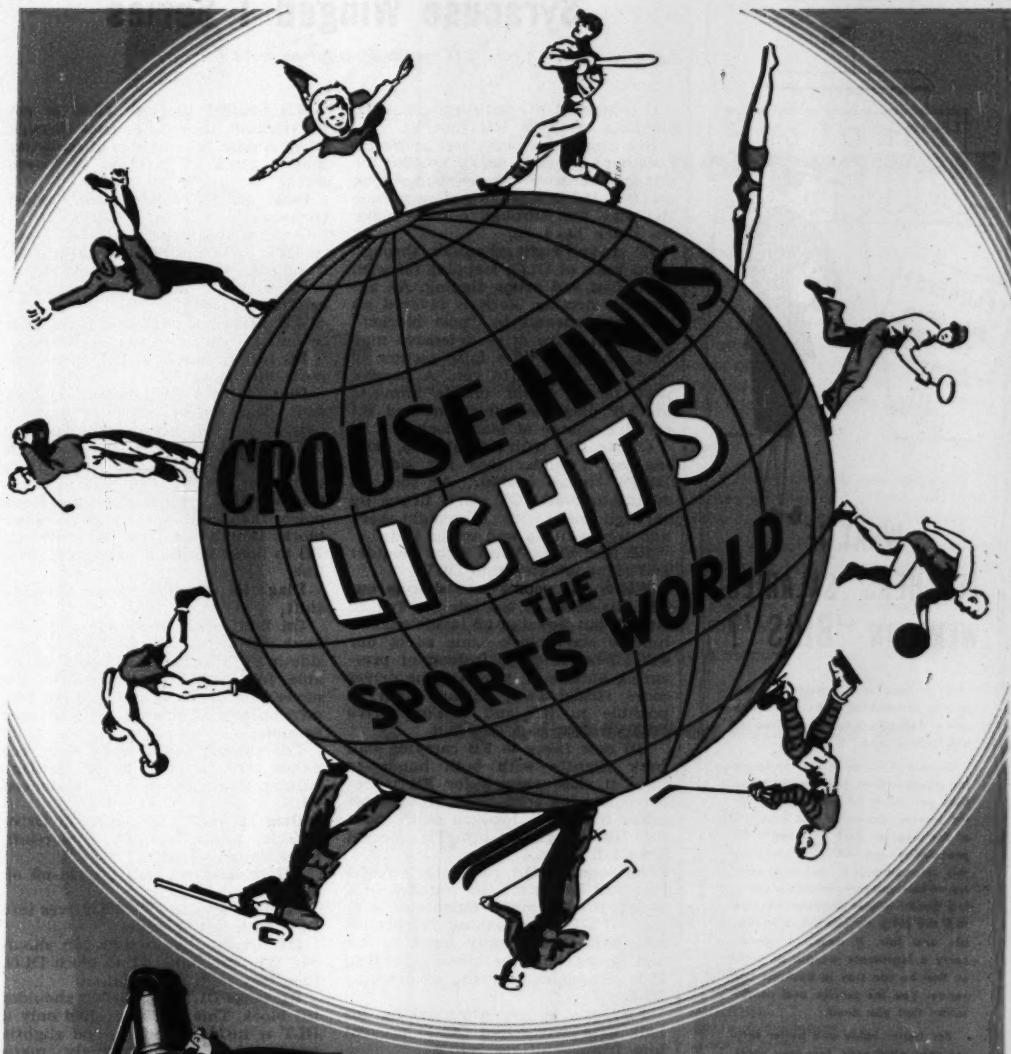
Since current scientific opinion tends toward the theory that a direct relationship exists between caloric expenditure and vitamin requirement,<sup>5</sup> it follows that the vitamin needs of the adolescent are comparatively greater than those of the adult. The recently revised recommended allowances of the National Research Council<sup>6</sup> substantiate this theory.

It is also recognized that the period of adolescence is marked by a sharp alteration in appetite often complicated by dietary fads and rather bizarre tastes. The interrelationship and erratic nature of

*(Continued on page 77)*

By DR. WESLEY M. STATION

Physical Ed Dept., U. of Florida



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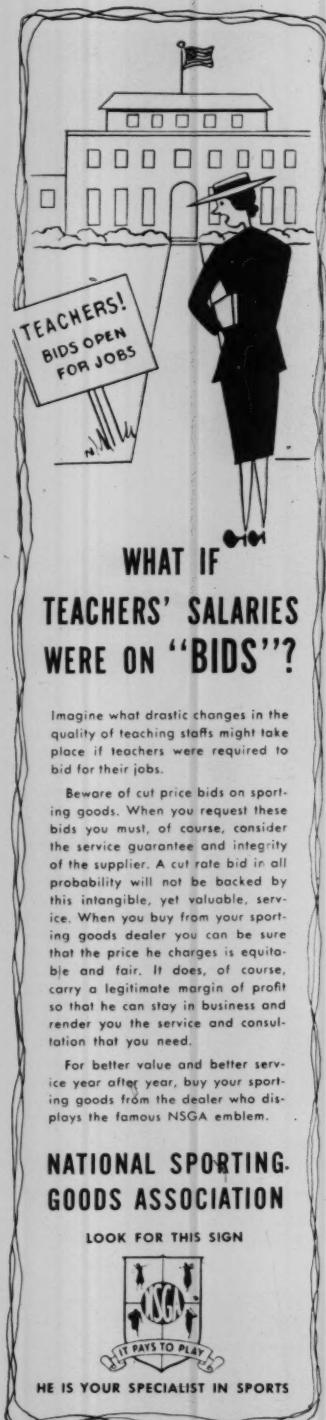
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## Syracuse Winged T Series

(Continued from page 14)

C contains DRG with left shoulder, stepping off with left foot.

RG clears line with left step and goes hard laterally across to right for either shoulder or reverse body block on DFB. If FB is playing close to line, RG may pull through hole to make his block on.

IT drives right shoulder through right knee of DLG, stepping off with right foot and keeps digging. An aggressive driving block is favored on our double-teams by "post blocker" in that it helps drive defensive man back and gives him false picture of where we intend to run. A passive post block would enable him to quickly diagnose our intent and direct his charge at lead blocker.

OT steps off with left jab step, driving left shoulder into left side of DLG's "bread basket." As soon as contact is made, OT starts lifting up through man with a straight back and legs well up and under body.

RE lead blocks with right shoulder and right jab step into DLT.

WB is one yard removed from our RE. His block is too late for typical cut-off, but threat of off tackle enables him to start block same as in our 442 off-tackle play. Instead of pressuring outside-in, however, he drives more straightaway, fitting tight as possible to RE and helping drive DLT straight back and out.

QB now fakes to FB carrying ball back slightly with both hands—to have it close enough for FB to receive. Handoff is made to TB as latter takes first step forward with right foot. Ball is guided into TB's pocket with left hand.

As soon as QB completes reverse spin and leaves FB, he watches DLE to see if he remains outside area of play. If DLE is smashing sharply inside, QB fakes empty hand to TB and keeps ball for outside bootleg. This eliminates necessity of blocking DLE.

FB seals 8 hole after faking for ball, then drives into DC to prevent him from shuttling across.

TB favors double-team of IT and OT and cuts back behind pick-off block on DFB.

**Diag. 10:** 444 Straightaway against Overshift. Straightaway is called on overshift only if DLG is high and can be ridden back by our tackles.

LE drives into DC with left shoulder and goes into body block.

C now releases for cut-off block on DFB.

**Diag. 11:** 444 Cross-Block against Undershifted Defense; ties up well with 444 pass.

RE drives through DLT's left leg to condition him for cross-block by IT. RE may either block into DFB or fake 444 pass to outside. If FB ignores him, he reports this to QB who calls for pass later.

WB brushes through DLE to get his reaction, then fakes pass through DLH. A good fake here is often better than a block as it tends to loosen safety, too.

**Diag. 12:** 444 Cross-Block against Overshift.

C comes over to reinforce IT's block on DFB. If IT has blocked effectively, C supports play downfield on safety.

RE and OT now cross, with OT coming behind.

WB pressures DLT and fakes pass to outside after threatening DFB.

FB checks block on DC, then supports downfield.

**Diag. 13:** 444 Trap against Undershift. This can be called by our RE only if he can brush through DLT and still get into DFB effectively. It keeps DFB looking for block from both sides. As RG has longer run getting to DLT, he can generate more power than inside tackle can on cross-block. Double-team on DLG permits TB to favor inside of hole going into line.

**Diag. 14:** 444 Trap against Overshift.

On both over- and undershift, we have man pressuring DLT block outside-in on DFB, and also have C available for double-team on DFB. We never consider it wasteful to put two men on a good linebacker whenever possible.

TB running for daylight may cut either way, but gets longer yardage cutting inside away from unblocked DLH.

**Diag. 15:** 442 TB Straightaway Drive outside tackle against Undershift, block called by RE.

RG releases through for cut-off on DLH.

IT steps around OT and drives into DFB with left shoulder.

OT drives DLG in with left shoulder. OT may signal IT to block DLG, then take DFB for variation.

RE takes DLT in with left shoulder lift block. This block is called only if DLT is inside conscious and slightly inside our RE. Surprisingly, many tackles play us inside to better stop 444.

WB goes straight at DLE, hitting him head on and lifting up through. As long as contact is maintained, we are successful whether DLE smashes or floats, since our TB runs opposite block of WB. If LE is aggressive to inside, we encourage tailback to run an "in-and-out" end run regardless of type of block thrown on DLE. Some of our longest gainers result from such initiative on part of our TB. Lateral may also stop inside DLE and lateral to QB if play is jammed inside.

Having our TB always start at 4 hole tends to seal DLT and facilitate block on him.

**Diag. 16:** 442 Straightaway against Overshift.



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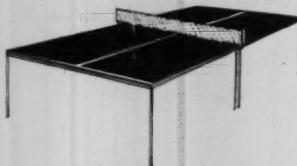
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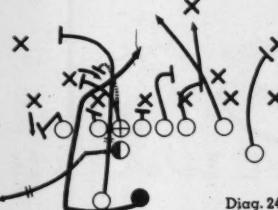


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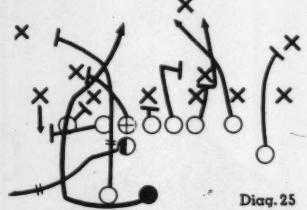
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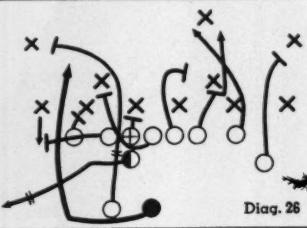
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Diag. 24



Diag. 25



Diag. 26

C hustles across for DLH. He must stay close to line of scrimmage and be prepared to block practically on line of scrimmage. This is a very important block. Your center cannot be slow or indifferent on this play.

IT may peel back on a close linebacker who is expecting IT to drive him across hole as he does on 444 cross-block overshifted. Against loose linebackers, IT pulls and turns back on DFB as IT clears hole.

Straightaway is usually successful against overshift where DLT is consistently jamming our RE to prevent his release on passes, or playing him soft because of traps.

Diag. 17: 442 Trap against Undershift.

RG takes one step forward with left foot, then cuts laterally across for inside-out reverse body on DLH. He looks at DFB to threaten block on him. This, along with TB starting inside before veering off tackle, puts pressure on the DFB.

OT may use long body block across DLG if he is a fast charger. Normally, a stiff shoulder block with left shoulder after stepping well across with left foot does the job.

RE cuts through DLT's right knee on all fours and continues on straight line slightly beyond DFB to be in position to turn back and pin DFB in toward line of scrimmage. This prevents shuttling. If DFB should get outside fast, RE then takes him out beyond hole. Cut-off on DLT's knee has proved very effective in setting him up for our WB.

WB takes short right and left step, then drives left shoulder into DLT as he pushes off left foot. If WB stays relatively high, lifting up through DLT's arms, his job will be comparatively easy. Getting to man fast is important.

This was very effective play last year. Safety and DLH stopped it more often than men defending at hole. We hope to keep them back by better passing this year.

Diag. 18: 442 Trap against Overshift. If DLT is not too far outside, play will still go against overshift. Biggest difficulty has been getting DLH with a slow center. More speed at that position will be a great asset this year.

Diag. 19: 420 Optional against Undershift.

LE runs deep through middle.

C drops back and picks up DRE after posting DRG. Posting prevents keying.

RG blocks over on DRG as hard as possible to make hole for FB.

IT pulls slightly deeper than normal. We tell him to get on DLE and stay on him. A low cross-body block usually does job.

OT merely contains DLG so as not to jam hole for FB.

RE blocks in on DLT as on 442 Straightaway.

WB releases downfield to outside. If DLE has crowded inside to smash, WB will take him. This increases probability of run if DLH stays back.

FB fakes hard through 8 hole and runs to "soft spot," 7 to 10 yards over center, stops and looks for ball. Pictures show him to be open most of time.

TB looks for DFB plugging as he starts toward 4 hole. He may continue into 4 hole but normally veers into 2 hole and then runs to "soft spot" in right flat away from DLH. If QB yells "go," TB then blocks most dangerous man in secondary.

QB must swing deep enough to clear normal end as he bootlegs to outside. If DLE has floated, he cuts to inside and yells "go" so downfield men will block for his run. Inside play works well against all floating ends. Our TB is in good position to pick up DFB who is normally playing him anyway.

QB must be an actor on this play. Biggest mistake he can make is to float off deep and not continue up to line of scrimmage after clearing DLE. As soon as he floats off and slows down, deep secondary will cover receivers and shuttling linemen will recover and stop delayed run.

We vary course of FB and TB if DRH and DFB shuttle with play too fast, by calling 420 flood left. QB does not swing outside wide on flood left. He stays behind block on the DLE.

On 420 overshift run with same blocking, LG, RG and OT block same defensive men who have shifted over in front of them.

Diag. 20: 447 TB Straightaway

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Drive against Overshift; blocking called by LG.

LE drives into DC with left shoulder.

LG lifts up through DRT with left shoulder.

C and RG double-team DRG back and to right. As this play goes very fast, RG may step around C and lead play downfield.

IT releases beyond DFB, turns, and blocks back on him as he shuttles across.

OT releases through DLG, faking block at DFB, looks back for linemen shuttling off, then may lead play downfield behind RE.

QB now reverse spins to left, dropping left foot back, and hands ball back to TB with left hand.

TB starts with right foot and takes ball on third step with left leg back. Right hand is across stomach, palm up, with left forearm across under chin, palm down. TB favors block of C and RG and cuts slightly to right to get beyond DFB, away from DRH who is not blocked but contained by fake of FB and QB.

FB starts with left lead step and takes same as TB did on 444. He cuts up on third step with left hand down and right hand carried high for pocket.

**Diag. 21: 447 Straightaway against Undershift.**

LE can effectively block DRT if latter is on his nose or trying to jam him, by lifting up through with left shoulder.

LG and C double-team DRG.

RG releases for pick-off on DC. He may pull and lead play through hole if line-backer is too close up for pick-off.

**Diag. 22: 447 Cross-Block against Undershift.**

LG pulls and swings through DRE downfield for DRH.

C and RG cross-block with RG coming behind. LG's pulling conditions DRT for easy block unless he's angling inside on a prearranged stunt. Cross-block is very successful against above defense.

**Diag. 23: 447 Cross-Block against Undershift.**

LE pressures DRT with right shoulder as he releases for DRH.

LG and C cross-block with C stepping behind.

**Diag. 24: FB Straightaway Drive** outside tackle against Overshift. This play fits well with 447 against overshift.

LE jab steps with right foot to give DRE time to show or penetrate. LE then pivots left and drives end out by contacting with right shoulder followed up by roll block with right hip.

LG drives up through DRT with right shoulder and right jab step.

C normally releases through for cut-off on DC, driving him beyond hole. If DC is moving in to play TB, C circles past him for peel-back block. Our centers handle this assignment very well. C has option of pulling through hole.

TB continues fake through hole, then veers outside to block DRH out.

FB runs opposite center block on DC, then cuts back to right to pick up releasing linemen from our strong side.

Note the straightaway block cannot be used against an undershifted defense.

**Diag. 25: 435 Cross-Block against Overshift.**

LE has key block on this play. If DRT is hard charger, LE steps straight down line of scrimmage with right foot and drives head across in front of RT's body, contacting him with left shoulder. This keeps tackle from making too great a penetration. If DRT waits for play to develop before committing himself, LE drops into high reverse body block with left hip and leg to contain DRT inside.

LG crosses behind LE with lead step. He drives into waiting end with left shoulder to dig him outside. If DRE charges fast, LG uses reverse body block with right shoulder and right hip.

**Diag. 26: 435 Cross-Block against Undershift.**

LE takes DRT in with right shoulder lift block, jab stepping with right foot.

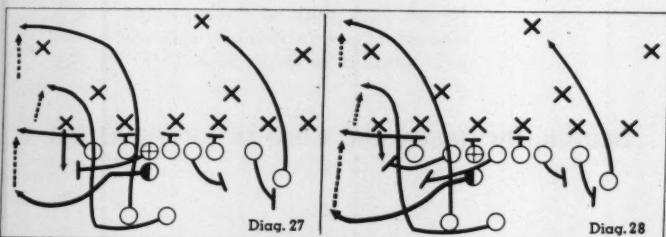
LG lead steps with left foot and comes across laterally for shoulder or reverse body block on DRE.

RG steps around containing block of C and drives head-on into DC, pinning him inside if he goes for TB fake and driving him beyond 5 hole if he has shuttled over to play FB.

FB must swing wider on undershifted than on overshifted defense. He still takes handoff at same spot, then gets his width going into line.

**Diag. 27: 421 Optional Pass against Overshift.**

LE checks DRE to contain him and give DRE, DC, and DRH a false picture of our intent, since our LE starts his 435 Straightaway block in the



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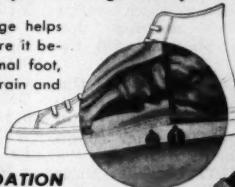
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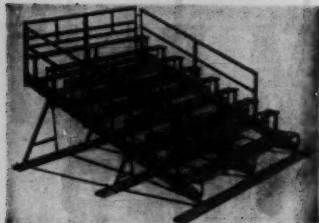
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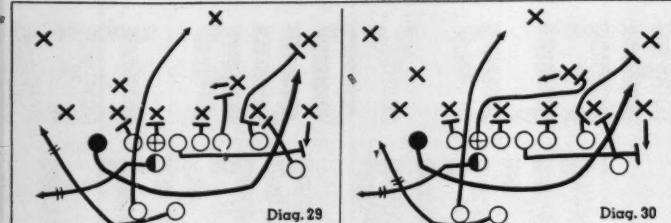
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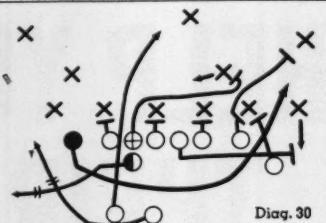


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Diag. 29



Diag. 30

same manner. LE then shuttles along scrimmage line as safety valve for QB.

C pulls deep enough to drive through DRE with low cross-body block.

TB fakes dive in 7 hole, veering outside behind DRH.

FB fakes in 5 hole through DC and continues into short flat 5 yards beyond line of scrimmage.

QB fakes to both TB and FB watching DRE. If end floats, he cuts inside for run. QB clears normal DRE 6 to 7 yards behind line of scrimmage and continues well outside, watching DRH who has terrific pressure on him. If DRH comes up, our TB is in good position for pass. If DRH stays back, QB may run or pass to FB or LE.

This play has had so much success against overshifted defenses that most teams now play us with the undershift.

**Diag. 28: 421** Optional against Undershift. This isn't as effective a run as against the overshift, but we still can make the pass go after conditioning the opponents with 447.

LE hits into DRT hard for three counts before shuttling left along line of scrimmage.

LG pulls and cuts low through DLE.

RG pulls and trap blocks DRT if he is charging across line of scrimmage. If he waits, RG turns up into line after him with head-on block. Fakes of TB and FB tend to freeze DRT.

**Diag. 29: 852** LE Reverse in 2 hole, trap blocking, against Undershift. This type of play keeps defense from shuttling against us. Although we haven't run it as much as we should, it averaged 7 yards gain per try the past two seasons.

LE turns inside, stepping back with right lead step to get clearance around QB who stays close to line and makes back handoff with left hand. LE carries right hand under

and left hand over to form pocket for ball. He needs three yards clearance from line, and stays low for concealment until he turns up in 2 hole.

RG pulls right after slight hesitation and traps out on DLE with reverse body block, making contact with left shoulder and left hip.

OT waits out DFB, letting him shuttle. If FB shuttles far enough to short side, our tackle releases on safety. If DFB recovers OT reverse body blocks back on him with right shoulder and right hip.

RE and WB block as in 442 trap on DLT. RE does not show too fast to outside to take DLH out on a cut-off block. If DLE crowds in too far, WB will delay block and take him in, with RE taking DLT and RG swinging to outside on LH.

TB runs through safety after clearing line.

**Diag. 30: 852** against Overshift.

C may go through for peel back on DFB or lead play by pulling through 2 hole.

IT now pulls for reverse body block on DLE.

**Diag. 31: 815** WB Reverse in 5 hole against Overshift.

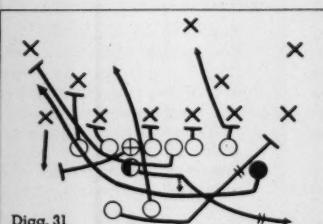
LE holds charge one count then releases through DC, driving him inside with right shoulder. Delaying charge of LE gives DC a chance to shuttle with fake away from 5 hole, thus facilitating block.

LG lift blocks DRT with right shoulder. If LG needs help, he may call on LE to help him double-team DRT.

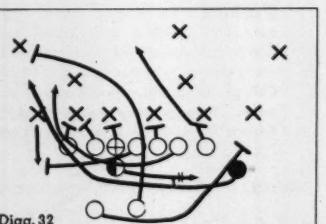
C pulls close to line with left lead step and drives DRE out with shoulder block or reverse body, depending on how end is playing.

IT steps straight back with left foot and waits for FB to clear inside him before pulling to left to lead play through 5 hole. If LE has blocked in on DRT, IT picks up DC if he has

(Continued on page 85)



Diag. 31



Diag. 32

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SO far as we know, this is the first major football text ever devoted exclusively to defense, and it couldn't have appeared at a more propitious time. With razzle-dazzle offenses like the T, Split T, Winged T, and hopped-up single wing bedeviling the bejabbers out of coaches, a book on defense is as timely as atomic power.

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- SYNCHRONIZED SWIMMING. By Fern Yates and Theresa W. Anderson. Pp. 140. Illustrated—photos and diagrams. New York: A. S. Barnes & Co. \$3.50.

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- THE YALE FOOTBALL STORY. By Tim Cohane. Illustrated—photos. New York: G. P. Putnam's Sons. \$6.

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There are also exciting accounts of many Yale games, plus an extensive scrimmage with Herman Hickman. The book carries the Yale story up through the 1950 season. You don't have to be a Yale man to love it. Just a football fan.

(Continued on page 65)

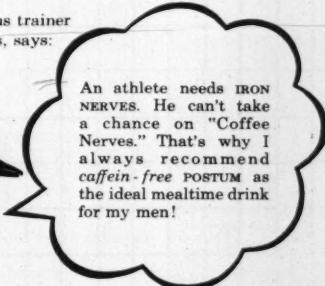
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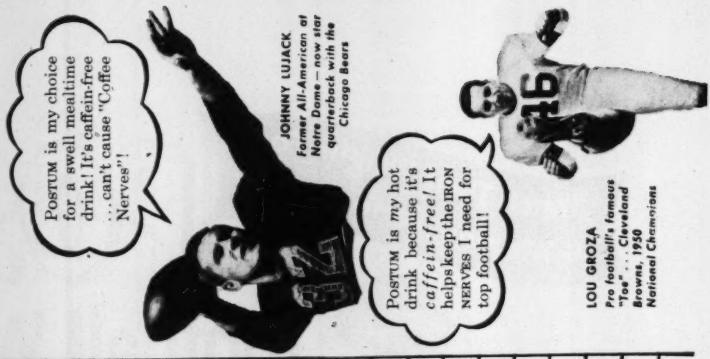
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- **MODERN SINGLE WING FOOTBALL.** By Charles W. Caldwell, Jr. Pp. 283. Illustrated—photos and diagrams. Philadelphia: J. B. Lippincott Co. \$5.

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During an era when the T was threatening to run the single wing into the discard, the Princeton coach refused to panic. He went to work reshaping the system and ultimately emerged with a work of art—a precision attack compounded equally of power and deception (especially the buck-lateral sequence) that was as colorful and modern as any T. When Princeton went unbeaten last season, Caldwell was picked coach of the year—and the honor was entirely deserved.

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The Princeton coach reveals all the details of his famous system. He doesn't bother with defense, punting, conditioning, etc. All 283 pages are devoted strictly to offense.

Beginning with a keen analysis of blocking (cross-body, peelback, power, post and lead, wedge, two-on-one, etc.) and pulling techniques, Caldwell presents a fine diagnosis of his signal system, method of numbering, quarterbacking in the line, and choosing the cycle of plays.

Then comes the main body of the text—a complete analysis of all his basic plays and their variations. Charlie's approach is 100% professional. First he describes his outside running attack to the longside (end runs and off-tackle plays), next comes his inside running attack to the longside (tackle trap, guard trap, wedge play), then his inside attack to the shortsides, his outside attack to the shortsides (off-tackle and end run reverses), and his passing attack.

All the blocking adjustments and maneuvers, as well as the techniques and coaching points, are explained in clear, thorough detail. A chapter on field generalship rounds out the text.

Illustrated with 109 diagrams and 32 pages of pictures, this is a book written by an expert for other experts and students of the game. It is an advanced, highly practical, brilliant exposition of that "lightning exercise in human chess"—Caldwell's modernization of the single wing.

- **1951-52 SEAL-O-SAN BASKETBALL COACHES DIGEST.** Pp. 64. Illustrated—photos and diagrams. Huntington, Ind.: Huntington Laboratories, Inc. Free.

BASKETBALL coaches everywhere will find the 11th edition of the *Coaches Digest* every bit as practical and helpful as its 10 predecessors. Which is exalted praise, indeed.

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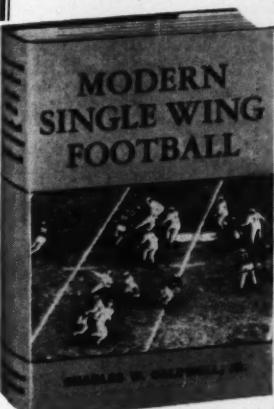
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nical articles that appeared during the previous year in *Scholastic Coach* and other coaching magazines. The 1951-52 edition offers a collection of 29 excellent articles written by famous college and high school coaches all over the nation.

Every conceivable phase of offense, defense, fundamentals, and organization is covered, and illustrated with hundreds of diagrams and action photos. Among the more famous college coaches represented are Ev Case, Fordy Anderson, Cliff Wells, Adolph Rupp, Tippy Dye, John Wooden, and John Bunn.

For your free copy of the book, check "Huntington Labs." in the master coupon on page 87.

• **ATHLETIC INJURIES.** By Rollie Bevan. Pp. 31. Illustrated—photos. New York: The Denver Chemical Mfg. Co. Free.

TRAINERS and coaches who do their own training will be vitally interested in this superlative new training manual. Written by Rollie Bevan, famed head trainer at West Point, the booklet contains a multitude of suggestions for the treatment of common injuries.

After expounding the benefits of taping and moist heat, Rollie delves into the common injuries to (a) upper extremities, (b) arm, forearm, and elbow, (c) neck and back, (d) ribs and pelvis, and (e) lower extremities.

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• **QUICK SUMMARY SHEET (for Football).** 8½ by 14 in. size. 40 Sheets (enough for 20 games or scrimmages). Winsted, Conn.: Hamilton Pitt. \$2.

EVERY football coach is keenly interested in the statistical breakdown of games and scrimmages, and here is a quick summary sheet which does the job perfectly. It enables the observer to chart quickly and easily the complete details of every play—the play number, down, who carried, kicked or passed, ground gained, etc.

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- **BASKETBALL, BASEBALL SCOREBOOKS.**  
8½ by 11 in. size. Buffalo, N. Y.: Bart Gilbert. \$1 each.

SIMPLICITY and efficiency are the keynotes of these sound, practical scorebooks for baseball and basketball.

The basketball scorebook does a thorough job of charting the game. Space is provided for three players at each position with an additional space at the bottom for more players if needed, making it adaptable for the girls' game. Plenty of room is also provided for all the pertinent data on scoring, fouls, running score, individual and team statistical summaries, etc.

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The baseball scorebook is arranged superbly, enabling the scorer to chart the game easily and thoroughly, particularly with regard to put-outs and assists, a weakness of many books. A complete scoring system is given, and space is allowed for extra innings and full individual and team summaries. The book permits coverage of 50 games.

### Miscellaneous

- **Learning to Swim in 12 Easy Steps.** By Adolph Kiefer and Milton and Bramwell Gabrielson. Pp. 117. Illustrated—photos and drawings. New York: Prentice-Hall, Inc. \$3. (Designed to provide parents and inexperienced instructors with a simple, effective method for teaching children and adults how to swim.)

- **1951 Official NCAA Football Guide.** Pp. 288. Illustrated. New York: The National Collegiate Athletic Bureau. \$1.

- **1951 Official NCAA Soccer Guide.** Edited by Alfred A. Smith. Pp. 88. Illustrated. New York: The National Collegiate Athletic Bureau. \$1.

- **Official NCAA Basketball Handbook for Coaches and Officials.** Edited by Oswald Tower. Pp. 40. New York: The National Collegiate Athletic Bureau. 50c. (Contains the 1952 official rules.)

- **The Curriculum in Health and Physical Education (Second Edition).** By Leslie W. Irwin. Pp. 382. St. Louis: The C. V. Mosby Co. \$4. (Revised and rewritten to conform to the latest thinking, research and experimentation in the field.)

- **Golf Techniques of the Bauer Sisters.** By Dave Bauer. Pp. 89. Illustrated—photos. New York: Prentice-Hall, Inc. \$2.95. (The father of the famous Bauer sisters analyzes the basic golf techniques that made his daughters champions.)

- **100 Handy Hints on How to Break 100.** By Mike Weiss. Pp. 118. Illustrated—photos and diagrams. New York: Prentice-Hall, Inc. \$3. (An easy, proven method for getting more pleasure and lower scores out of your game.)

(Concluded on page 73)

## "Lessons learned in riflery carry over into later life,"

writes **David Clark, Jr.,**  
Abington Senior High School Rifle Coach

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## "Our First Twenty Years"

(Continued from page 7)

with wisdom. Here is what he said, and again remember that this is 1932:

"The fast break offense is sure to develop under the new rules. The speedy boys and natural shots . . . will step game scores upward anywhere from 10 to 20 points. An undesirable possibility certain to crop out is a degeneration from the polished play of recent years, and while accurate passing and clever ball-handling will still remain potent factors, a looseness . . . will come with the increased tempo."

The schoolboy coach who hit the nail on the head so unerringly was Everett N. Case, now the famed chief of the North Carolina State fire-engine brigade.

*Scholastic Coach's* talent for identifying itself with wholesome, progressive causes showed up early in life. In casting around for friends with the same outlook on life, *Scholastic Coach* "landed" a young, extraordinarily vital organization known as the National Federation of State High School Athletic Associations. The infant publication lost no time in extending its hand in friendship.

The National Federation was 11 years old at the time and already exercising a wholesome influence on high school sports. The organization was born in Chicago on May 14, 1920, at a meeting of state high school representatives from Illinois, Indiana, Iowa, Michigan, and Wisconsin. These men were worried over the exploitation of high school teams and felt that the situation demanded a strong national organization to protect and promote the high school interests.

Thus was born the "Midwest Federation of State High School Associations," with Principal George Edward Marshall of Davenport, Iowa, president, and Principal L. W. Smith of Joliet, Ill., secretary-treasurer.

In 1922 the states of Illinois, Iowa, Michigan, and Wisconsin became charter members by formally ratifying the constitution; and at the 1922 annual meeting, which attracted representatives from 11 states, the present name of "National Federation" was adopted.

In 1927, C. W. Whitten was chosen secretary-treasurer and under his leadership the Federation burgeoned into a tremendous force for good. As the size and scope of the

organization kept mushrooming, it soon became essential to establish a separate national office with a full-time executive staff. These were authorized at the 1940 annual meeting. The indestructible, indefatigable Illini, H. V. Porter, was appointed executive secretary and treasurer, and the national office was opened in Chicago on September 1, 1940.

Today, the National Federation probably represents the most closely integrated athletic body of its size in the world, and its influence on high school athletics has been truly stupendous. Thanks to the Federation's unceasing efforts to adapt sports to the high school level, millions of schoolboys are now playing games perfectly suited to their physical and mental development.

### FEDERATION DEEDS

Among the Federation's main accomplishments on this score are: a reduction in the size of the football and basketball; the development of a better way to manufacture basketballs, such as the molded ball; the 39-inch high hurdle; the high school discus; the shorter low-hurdle race; a more satisfactory and less expensive type of basketball backboard; a safer and more attractive football game; and the development of a comprehensive program for the training of officials.

That's just one phase of the Federation program. Another vital phase is the protection of the athlete against exploitation and over-emphasis. To safeguard the athlete against this menace, the Federation has worked out a program for interstate contests. No national meets or tournaments are sanctioned, while contests involving schools from more than one state are sanctioned in accordance with definite limitations in connection with distance to be traveled, type of sponsor, amount of school time consumed, etc.

Though these developments represent the most enlightened sort of educational thinking, not all of them were accepted without bitter protest. But the Federation persevered, and sports are now the richer for it.

Having sort of grown up with the Federation, *Scholastic Coach* is extremely proud of the way it has consistently supported Federation

(Continued on page 82)

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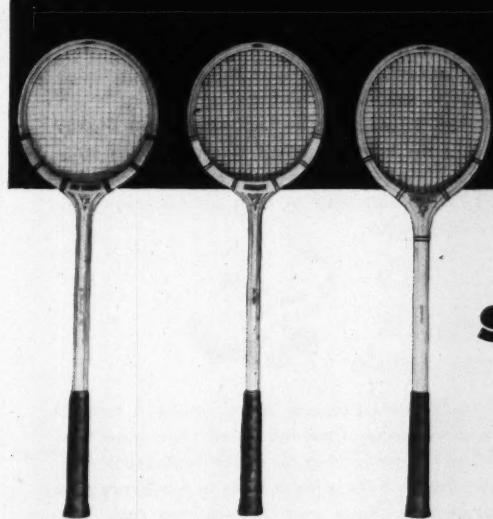
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# A Good Breakfast

• Ever try to run a car without gas? You know about how far it would go. The same principle applies to the body. You cannot run it without the proper fuel. So don't rush off to work or school without eating breakfast.

After a long night without food, the body needs fuel for energy. The basis of a good breakfast is fruit or juice, eggs or cereal, bread or toast, and milk. Get up a little earlier in the morning, have a full, unhurried breakfast, and see if you don't feel better and work better.



• Suffering from dental caries (decay)? Then pay close attention to your diet. This dental condition is often caused by lack of calcium, phosphorous, and Vitamin D. Good sources of these three important elements are bread, bran, egg yolk, fish, meat, milk, and cheese.

Also make sure that particles of starchy foods don't stick between your teeth—these are potent causes of tooth decay. Brushing the teeth after every meal will eliminate this menace.

• Take a tip from Rollie Bevan, famous West Point trainer: "My advice to all athletes is—don't stuff yourself! Many a good athlete has eaten himself right off the team. Foods to eat include meat (lean), fresh fruits (especially of the citrus type), vegetables, whole grain breads and cereals, milk, and coffee free of caffeine."

• These sentiments are echoed by Bob Chambers, Duke U.'s highly respected trainer. He also finds that frequent overeating is the most serious training fault of athletes, and warns against heavy pastries, fried foods, and fatty meats.



Other words from the royal Chambers: "Very hot or very cold foods irritate the lining of the stomach and slow up digestion. A minimum of spices and other seasoning should be used for the same reason."

• Don't be taken in by dandruff "cures." Their effect, if any, is only temporary. For simple dandruff, the best tonic is a good hair hygiene. That goes for boys as well as girls. Begin by using your own comb and brush. Never loan them, and always keep them clean. Now follow three rules:

1. Massage the scalp every day for at least three minutes. Do this with the fingertips, using a circular motion all over the scalp.
2. Brush your hair by leaning forward slightly so that the hair is brushed away from the scalp in long, even strokes.
3. Wash your hair at least once a week with a mild shampoo.



• It's perfectly natural for a young athlete to perspire during strenuous activity. But there's no excuse for not getting rid of the unpleasant odor. Prescription: Take a hot shower to wash away the perspiration; finish with a refreshing cool rinse; then use a body powder after rubbing yourself dry. Deodorants are not sissy, "for girls only" stuff. Boys, especially athletes, often need them more.

## Buck Lateral Sequence

(Continued from page 9)

the lateral. He then turns the end with 8 as a personal interferer.

The defensive tackle is not blocked but is usually checked by either 2 after his pitchout, or by X or 9 peeling back.

Running the play against a six normal, does not require any changes in assignments but only local changes in technique for 7 and 9.

Buck 34 works the same against both the six undershift and six normal; there is no change in assignments against these two types of six.

Because 2 is now carrying the ball, it becomes necessary to put someone else on the longside defensive end. This can be done with 8, since it isn't necessary to get to the longside linebacker too quickly. We want to give that linebacker a chance to react to the inside as the buck threat by 3 takes effect.

No. 8 pulls for the defensive end then, and 10 pulls for the longside linebacker. The length of 10's pull gives 2 time to do his ball-handling and faking chores and still follow 10 closely through the hole.

Nos. 7 and 9 must checkblock the guards in order to protect the ball exchange. X makes his regular block back against pursuit from the short-side.

No. 10's pull is shallow, no deeper than a yard and a half. He generally finds the linebacker inside, so that his block allows the ball-carrier to escape to the outside. If the defensive halfback is not held by 4's outside faking, there is a chance for 2 to lateral the ball out to 4 as the halfback comes in to tackle him. Nos. 1 and 6, of course, are taking their regular double-team block on the tackle.

As stated earlier, no adjustments are made against the six undershift on Buck 34, as we feel the tackle will be coming in hard when the fullback handles the ball.

Our longside guard trap play (at the eight hole) may be run from a variety of ball-handling in the backfield such as the full spin by the fullback to the tailback, the buck lateral maneuver, the straight tailback series, or some sort of fake pass and run.

The play is designed in every case to utilize our power blocking thought of two men against one, in order to get a lateral opening along the defensive line; to hold the man to be trapped with a single trapper;

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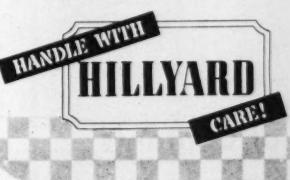
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and to use deception or draw to pull one linebacker at least a step or two in the wrong direction.

Without deception, without hiding the ball, this play will lose about 70% of its effectiveness, since we must split the linebackers in order to slip the ball-carrier by for an appreciable gain. This play is not a short gainer, slugged out against tough opposition. It is designed as a long gainer, utilizing deception and finesse in addition to straight power.

A look at Buck 38 will show that it is very important to hide the ball on the fake from the longside tackle and linebacker. The tackle

may not be blocked, and the linebacker must be held for a step at least by the outside threat, in order to give 7 time to get to him.

If the longside linebacker sees the ball all through the fake, he will move right in to make the tackle on the mouth of the opening, and 7 will never get to him at all. If the deception—the faking between 3 and 2, and between 2 and 4—is good, there is an excellent chance for a long gainer.

The key blocks here are the power block and the trap on the line of scrimmage by 8, 9 and 10, and the block on the far linebacker by 6. These should work every

time, and the power block should move that guard, as 8 and 9 have the perfect shoot-blocking angle.

No. 3's course must be directly over the power block, as this is where we expect our opening. The downfield blocking by 1 and 5 calls for a cut by the ball-carrier to the shortside of the formation, away from the halfback, to take advantage of the downfield blocking pattern.

Buck 35 is run with a different set of assignments. On this play, there is no adjustment to run outside the tackle against the six overshift and five-man line defenses. The shortside tackle is trapped regardless of where he plays.

There are assignment changes, but the hole itself is not adjusted. The hole is always made inside the shortside tackle. Let us look at the opening trap against a six norm.

There are some assignments on this play which are a bit unusual. For instance, X is used as the power man on the double-team with C even when the guard to be powered is head-on him. This assignment, of course, would be impossible except for the great draw exerted on that guard by the ball-handling pattern in the backfield.

No. 10 fakes a pull to the longside in order to add to the draw in that direction. If the shortside linebacker is keying on 10, as he often does in the six undershift, this quick fake by 10 will help draw that linebacker toward the longside. No. 10 blocks this linebacker by driving him over toward the longside.

He must be careful not to step back as he starts his fake pull, or he will interfere with a good trapping pull by 8. There is just a pivot fake by 10; the feet are not shifted at all.

No. 7 cross-checks toward the hole, which is essentially unsound, but again the tremendous draw of the backfield maneuvers makes it possible.

Against a six overshift and five-man line, the power block by X and 9 is a bit more orthodox in appearance. Nos. 10 and 5 switch assignments, with 10 faking a pass protection stand-up block on the tackle in order to bring the tackle across the line of scrimmage for 8's trap.

No. 5 allows the draw of the play to pull the linebacker in front of him over towards the longside and then blocks the linebacker that way. There is plenty of time on this, as the play is a slow hitter. The middle linebacker on the five-man line is ignored, since the draw of the play will pull him out of the picture.

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## Clemson's Single Wing

(Continued from page 22)

pending on the type of defense. Pass patterns may be thrown from any series of plays. Our passing game has probably received most attention from the planning department. The idea has been to make the passing game resemble the running game as much as possible. We either conceal the intent of the pass as long as possible or show it immediately.

With the blocking back in motion, we can vary our patterns considerably. We do not count on our tailback to do all the passing. Recently, we have used other men to throw certain special passes, with good results. Our patterns off the reverses and spins have kept us in the running, while the screen passes have discouraged the opponents from rushing.

Pitch-back and jump passes after fake bucks add variety to the attack and increase the potency of the straight-ahead bucks, and running passes off the old cutbacks have given that type of play a new lease on life.

We have cut out all the fancy steps on our straight-back passes, and now attempt to get the passer into the passing stance without any delays, at the same time giving him the opportunity to spot the receivers immediately.

## New Books

(Continued from page 67)

• *Leadership in Recreation*. By Gerald B. Fitzgerald. Pp. 304. New York: A. S. Barnes & Co. \$3.50. (Designed chiefly as a textbook for professional courses in recreation and physical education; a valuable source of information and guidance on the principles, techniques, and tools of effective leadership.)

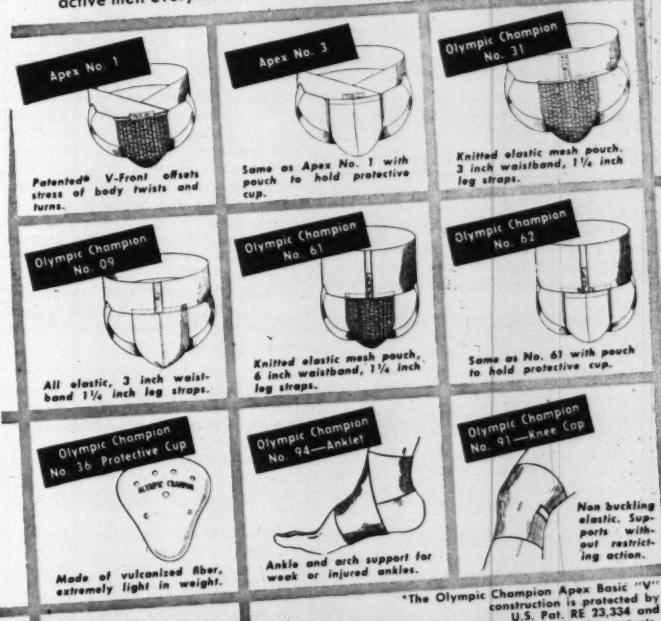
• *Balance and Rhythm in Exercise*. By Maja Carlquist and Tora Amylong. Pp. 144. Illustrated—drawings. New York: The Viking Press. \$3.50. (Two series of carefully graded daily lesson plans for free activity training in the elementary school, based on the modern Swedish concept of rhythm.)

• *Fabulous Redmen*. By John S. Steckbeck. Pp. 150. Illustrated—photos. Harrisburg, Pa.: J. Horace McFarland Co. \$3.50. (The first complete story of the Carlisle Indians and their great football teams.)

• *The World Series and Highlights of Baseball*. By Lamont Buchanan. Pp. 256. Illustrated—photos. New York: E. P. Dutton & Co. \$3.95. (An absorbing pictorial history of the world series and other baseball highlights.)

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**B**ACK in his pitching days with Washington, Al Schacht was once hurling a perfect game. Then a man walked. "Well," Al said to himself, "there goes my perfect game." Next came a single. "There goes my no-hitter." Another single. "There goes the one-hitter." Homer. "There goes the shutout."

From the Washington bench came a wig-wag. "And there goes Schacht," the great man said, as he headed for the shower.

**The editors** of the City College Alumnus invited John Kieran to write an article about his sports activities while a student at the New York school years ago. "I became a varsity fancy diver," he revealed, "as a result of a chemistry exam."

"How could a chemistry exam make you a varsity diver?" he was asked, and Kieran explained: "The two regular divers on the team failed the exam."

**Jumpin' Joe Dugan** was the third baseman of the "great Yankee teams of the late '20s. On the way to the

Cleveland ballpark one day, Dugan passed a shrine. Some urge compelled him to go in and light a candle. That day Dugan got three hits. The next day Dugan lit another candle at that shrine; and got a double and a triple.

On the third day Waite Hoyt, who was scheduled to pitch, decided that he too would light a candle. But he was knocked out of the box in the second inning. "What happened, Joe?" Hoyt asked Dugan. "Well," responded Joe, "some Cleveland gamblers came in after you left and blew out the candle."

**Piping hot** from the 1951 annual Six-Man Football Magazine: Byron (Wyo.) H. S., coached by W. A. Mower, set a new national record of 42 straight wins in 1950 before having their string broken by Cowley H. S., Wyoming state champs, coached by J. W. Crammer.

Tolono (Ill.) H. S., with 40 straight victories, was well on its way to a record in 1948—when a school reorganization plan changed the school's name, color, and nickname.

The 320 points tallied by Dennis Korinek, of Ulysses (Neb.) H. S., last season, is believed to be a national record. Dennis' four-year total stands at 821 points.

**John McGraw** was notorious for his roughness on umpires until he ran afoul of a newcomer named Bill Klem. Ordered out of a game by Klem, McGraw roared, "I'll have your job for this!"

"If it's possible for you to take my job," Klem rejoined, "then I don't want it."

*I think that I shall never see  
A satisfactory referee  
About whose head a halo shines,  
Whose merits rate reporter's lines:  
One who calls them as they are  
And not as I would wish by far.*

*A gent who leans not either way  
But lets the boys decide the play  
A guy who'll sting the coach who yaps.  
From Siwash Hi or old Milsaps.  
Poems are made by fools like me  
But only God can referee!*

Anon.

**Who said that football** players are all brawn and no brain? You couldn't prove it by the U of Tennessee grid-irons. At Tennessee, an academic average of 4.00 is considered perfect. On this basis, the 1950-51 football team averaged 2.52, while the average for all male students was 2.10. This means that the football team was 20% above average for the year. Five boys out of the starting eleven made the honor roll at least one quarter during the year.

**Is there a basketball coach** in the nation who can come close to matching Jimmy Federico's astounding record at Westerly (R. I.) High School? Look at these eye-popping achievements:

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Jimmy learned his basketball at Rhode Island State under Frank W. Keaney and employs the same fire-

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**Got the mumps,** a nagging wife, or delirium tremens? Got just the thing for it—Ramtirth Brahmi Special No. 1 Oil. Honest, this isn't a gag. We got the poop direct from an advertisement in the program for the First Asian Games in New Delhi, India.

"Ramtirth Brahmi Special No. 1 Oil," claims the ad, "Ends Baldness, Increases Memory, Insures Eyesight, Imparts Sound Sleep, Stops Falling Hair, Useful to Everybody in All Seasons." Just the thing for basketball referees!

**The English**, bless 'em, show a much keener sense of propriety in their advertisements. Browsing through the July 18th issue of *Punch*, we were struck by the fine manly dignity and reticence of the commercials.

The Coopers Y-Front Underwear ad, for example, was dedicated to the visiting South African cricket team, and read charmingly as follows: "Here's still more convincing testimony to the imitable qualities of this fine Underwear. To a host of other wearers—men in all walks of life—we now add yet another group of distinguished sporting personalities. To the South African Test Team we say 'Welcome . . . good cricketing, and a pleasant stay. And if you should tweak the British lion's tail . . . gently please!'"

**When Jack Onslow** was still managing the White Sox last year, a young shortstop once took the field wearing a jacket. The kid was a bonus rookie, and Onslow burned. "What's the idea of playing with that jacket on?" he yelled. The kid looked at him. "What do you mean talking to me like that?" he snapped. "I've got more money than you have."

**One afternoon** in the local ballpark, someone in the crowd called the ump a terrible name. The irate arbiter raced over to the stands and bellowed, "Whoever said that, stand up!" Everyone in the park stood up.

The ump turned around, put on his mask, and rather pitifully mumbled, "Play ball."

**Come on, fellers.** Let's hear about those records, funny sayings, and anecdotes making the rounds out your way. In short—make with the contributions. We sure can use 'em.

## Vitamin Nutrition

(Continued from page 52)

the nervous, endocrine, and digestive systems add to the nutritional problems of the boy of high school age.<sup>1</sup>

Since the high school athlete is subjected to increased physical and emotional stress, there is little doubt that his vitamin requirements are greater. Adding to the complexity of the situation are the factors of nutrient-loss through excessive sweating and the negative influence of continued use of mineral oil or antacids during the season.

### DIETARY INADEQUACIES

Although Culver,<sup>8</sup> in a recent series of articles appearing in the *New England Medical Journal*, claims that the American diet is adequate to prevent sub-clinical, or mild, vitamin deficiency, the weight of evidence provided by extensive surveys throughout the nation indicates that a relatively larger segment of the population suffers from inadequate vitamin nutrition than was previously assumed.<sup>9, 10, 11</sup>

Studies reported by the National Research Council<sup>10</sup> show that more than half of the high school pupils surveyed were not getting an adequate supply of the necessary vitamins. These investigations included samplings of rural, suburban, and city schools.

Thus, it is quite possible that the average squad may include a significant number of boys who are subsisting on a diet which does not provide adequate amounts of those vitamins which enhance physical fitness and health.

Although there is some indication that the human organism is capable of adapting itself to low intakes of certain vitamins,<sup>5</sup> it cannot be assumed that this adaptation does not carry with it a lowering of the capacity of the individual for strenuous activity.

A rather common error is the assumption that because a boy does not show characteristic "textbook" symptoms of vitamin deficiency, he therefore must be adequately nourished. In such cases of borderline inadequacy, it has been shown that higher levels of intake result in superior health and physiologic performance.<sup>12</sup>

Unless extensive laboratory analyses are made, it is practically impossible for anyone to detect these

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mild deficiencies. However, on the basis of available data, the coach would seem justified in attempting to raise the level of vitamin nutrition among his players.

However, the significance of borderline deficiency with relation to optimal physical performance cannot be overemphasized. Coaches are well aware of the sharp physical, mental, and emotional demands which interscholastic competition imposes upon the high school athlete.

Ordinarily minor shortcomings in a boy's strength, speed, endurance, and general character are greatly magnified under the stress of all-out competitive performance. It naturally follows that relatively minor inadequacies in vitamin nutrition may attain greater significance when the organism is called upon for a superior physiologic performance. The experienced coach need not be reminded that the difference between victory and defeat is often a slight one.

Consequently, the coach will be concerned with preventing or rectifying these subclassical deficiencies, or inadequacies, in order that his athletes may really achieve a peak of condition. The question then is how can the coach best solve the problem of vitamin nutrification among his squad members?

#### SUPERCHARGING AND DIETARY GUIDANCE

Some coaches and trainers tell their athletes to supplement their usual diets with vitamin pills or similar concentrates. Sometimes this is done to effect an adequate level of intake with perhaps a slight margin of safety. In other cases, a regimen of high-potency vitamin supplementation is followed on the basis of a philosophy which holds that "if a little bit is good, a lot is so much better."

There are two valid reasons why the supercharging of athletes with high-potency vitamin concentrates is unwise. First, the majority of scientific evidence indicates rather clearly that over and above a certain limit the human organism rejects, or excretes, these substances.

Second, harmful toxic effects may result from repeated massive overdoses of the fat-soluble vitamins, A and D. The body is unable to excrete surplus amounts of vitamins A and D as readily as it can the water-soluble vitamins, thiamine, riboflavin, niacin, and ascorbic acid.

It would seem, then, that the soundest approach to the problem of vitamin nutrition is one in which

the major aim is to raise the athlete's intake to the level accepted and recommended for active adolescents.

This may best be accomplished by and through the guidance and counselling of the coach. In most cases, the coach's job will consist simply of pointing out the values of certain of the vitamins insofar as top performance is concerned.

The coach confronted with a problem of this nature should consult with the physician who conducts the medical examinations for the varsity squads. If, on the basis of the physician's examination and the coach's appraisal of the boy's home dietary, there seems to be need for adding vitamin concentrates, arrangements may be made to provide these substances out of the athletic budget or by any other ethical and practicable means.

The major difficulty in this procedure is that adequate vitamin intake alone will not solve the problem of a totally inadequate diet nor will it meet the requirements for other vitamins which have not as yet been synthesized artificially for commercial use.

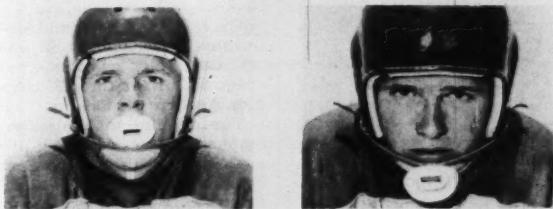
Next month: The role of certain vitamins in physiologic efficiency, including recommended intakes and natural food sources.

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<sup>9</sup>Cowgill, George R.: "Improving the Quality of Cheap Staple Foods," *Journal of the American Medical Assn.*, 142: 721 (March 11) 1950.  
<sup>10</sup>National Research Council: "Inadequate Diets and Nutritional Deficiencies in the U. S.," Bulletin No. 109, Washington, D. C., 1943.  
<sup>11</sup>Phipard, Esther F., and Hazel K. Stiebeling: "Adequacy of American Diets," *Journal of the American Medical Assn.*, 139: 579 (February 26) 1949.

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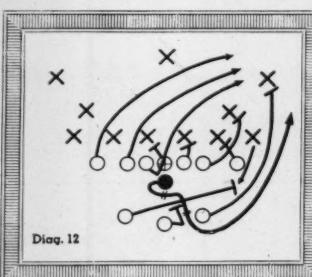
**CALCIUM PRODUCTS DIVISION**  
THE GEORGIA MARBLE CO., TATE, GA.

## The Fullback Draw Series

(Continued from page 36)

repeated fullback forays of the drift-and-cut variety, opposing linebackers will become wary of too quick a commitment and defensive linemen will begin to hit and hold, hit and slide, or cross-charge in order to thwart the offensive trapping and cross-blocking.

The defense may also shift the emphasis from protecting primarily against wide plays to concentrating against the delayed fullback cutbacks. Some defenses will again begin to key off on the fullback once they have solved the backfield deception and have become adept at picking up the fullback's movements behind the screen of the halfback fake.



Diag. 12

Against such defensive realignment and altered concentration, the offense should be able to go wide with its regular outside maneuvers. However, excessive defensive concern over the fullback cutbacks also tends to open up long-gaining possibilities with specially designed check-plays such as illustrated in **Diags. 11 and 12**.

In the first of these (**Diag. 11**), the quarterback hands off quickly and directly to the left half who runs wide while the quarter continues faking to the fullback who simulates a draw-and-cut. As he approaches the line on his fake, the fullback wheels to block against break-through men from the weak or far side.

If the fullback-draw plays have been working, either the linebacker on the defensive left side or the supporting halfback over there—or both of them—are apt to be caught momentarily flatfooted against a wide play while concentrating against the down-the-middle threat.

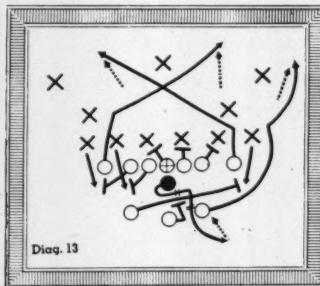
The right tackle takes the linebacker if the latter has started to move wide by the time the tackle

crosses behind his own right end. If the linebacker is still holding his ground at this point, he can be bypassed since any moderately fast ball-carrier will have gotten the angle on him by this time.

If the backer can be passed up safely, the tackle should go on for the defensive halfback. If the backer cannot be passed, the tackle must cut him down, leaving the wave of downfield blockers from the far side to pick up and convoy the ball-carrier.

Note particularly the manner in which swift and numerically strong downfield blocking is achieved through the simultaneous release of the offensive left end, tackle, and guard, with the guard crossing behind the center's block—which is made possible by the fact that the fullback, in faking his draw-and-cut, comes into perfect position to lunge up and pick off the most dangerous of the incoming defenders on the far side.

Another strongpoint of this play is the surprise block which the right half puts on the defensive left end. The latter, accustomed to the near halfback racing outside and downfield on practically all the



Diag. 13

plays in this sequence, soon tends to dismiss him as a blocker. As a result, the end is psychologically set up for a surprise erasure by the right half, and thereafter should labor under additional pressure.

**Diag. 12** resembles **Diag. 11** except that the sweep is a delayed one by the quarterback instead of a quick one by the left half. The necessary blocking adjustments which must be made include sending the right half deep into the secondary to block the defensive halfback, employing the left half to block in on the end, and assigning



the right tackle to the dangerous linebacker without option.

The final touch in embellishing the fullback draw series with check plays, consists of the addition of some passes. Any number of passes can be thrown from behind fullback-draw blocking, largely of the deep variety. **Diags. 13 and 14** serve as samples.

It will be noted that the draw-faking leaves the fullback free as an insurance blocker—a handy individual to have around for dealing with shooting linebackers and break-through artists in the opposing line.

The deception of the draw-faking also lends itself to the passing game, particularly because the retreating path of the quarterback in making the regular draw fakes, leads him into a pocket formed by his protectors. As a result, it becomes especially difficult for the defense to diagnose a pass until the last split-second, or to rush it.

On the whole, the fullback-draw series is an effective and somewhat spectacular auxiliary to the basic attack. It provides an important change of pace—and does so with dash and flourish. It is not, however, an offense in itself, nor should it be relied on as such.

#### FREE BASKETBALL FILM

A NEW 16-mm. sound film, "Basketball Fundamentals," is now being distributed by the U. S. Rubber Co. Featuring the great Minneapolis Lakers, it demonstrates all the individual and team offensive and defensive fundamentals. First it shows closeups of the fundamentals, then it shows them in actual games.

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The film is available free of charge to high school, junior high, and other sports groups. Write to Keds Sports Dept., U. S. Rubber Co., Rockefeller Center, New York, N. Y.

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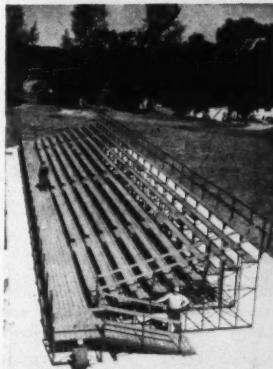
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**"Our First 20 Years"**

(Continued from page 68)

policy throughout the past 20 years and of being the first national publication to promote its activities.

Another worthy piece of pioneering by *Scholastic Coach* has been in the field of building and equipment. Up until *Scholastic Coach* poked its face into the sports world, our schoolmen had practically no recourse to the latest developments in facilities and equipment.

Our editor, struck with this need, started publishing occasional articles on such subjects as the orientation of athletic fields and the care of equipment. These pieces received such an enthusiastic response that *Scholastic Coach* instituted a New Equipment department in October 1938, and followed this three months later (January 1939) with its first special Building and Equipment issue.

These two departments, the first of their type in an athletic periodical, have grown with the years and are now among the most valued features of *Scholastic Coach*.

It is interesting to contemplate some of the items that appeared in the first New Equipment column. There were a basketball shoe featuring a sharkskin scuff-proof tip; a woman's softball shoe; a special rubber kicking toe for football shoes; and a time study board with a stopwatch holder attached which enabled the user to both study the data sheets and keep track of the time.

**PROGRESS IN FACILITIES**

In the facility field, it is fascinating to study the tremendous progress made in the past decade alone. Take the matter of floodlighting, for instance. In its first major article on floodlighting in June 1938 ("Survey of Floodlighted Fields" by Gene Rose, of Casey, Ill.), *Scholastic Coach* reported that the average plant boasted a total output of 51,222 watts.

Compare this with the figure reported in *Scholastic Coach's* comprehensive national survey published in January 1950: "Total wattage ranged from a low of 51,000 to an astounding high of 418,000, with a mean of 140,146."

In other words, the modern night plant boasts nearly three times as much light as its 1938 counterpart!

Some of the other pioneering "firsts" of which *Scholastic Coach*

is justifiably proud include:

1. Publishing the first article on the famous Wisconsin Athletic Accident Benefit Plan ever to appear in an athletic periodical. Written by P. F. Neverman in March 1932, this article stimulated a great deal of thinking and helped sow the seed of injury insurance throughout the nation.
2. Publishing the first national round-up of state high school basketball tournament champions (May 1934).
3. Introducing the idea of defensive huddling and signals in an article by John DaGrosa in November 1934.
4. Introducing six-man football to the nation in an article by its inventor, Stephen Epler, in September 1935.
5. Presenting the first article on the five-man defensive line by its inventor, John DaGrosa, in October 1936.

6. Developing the magic-eye type of motion picture illustration. *Scholastic Coach* was the first athletic periodical to regularly employ this medium in the analysis of fundamentals, and has published more movie sequences of famous athletes than any magazine in the world. In track and field alone, *Scholastic Coach* has shown 10 of the 18 world's record holders in action sequences.

7. Steadfastly encouraging student participation in the individual sports through articles and sponsorship of national intramural tournaments in tennis and riflery. Over the past 16 years, *Scholastic Coach* has awarded 160,000 tennis and 100,000 riflery prizes to the winners of its tournaments.

#### BLESS 'EM ALL

No chronicle of *Scholastic Coach* would be complete without a word about two v.i.p.'s—the advertisers and the authors. We couldn't possibly produce the type of magazine we do without the consistently solid support of our advertisers, and we are forever beholden to them.

Our authors, too, rate a good substantial yell. Nobody gets rich writing for semi-trade publications like ours, and we're extremely grateful to the men who give so much of their time and effort in filling our pages with nuggets of wisdom.

When busy coaches like Howie Odell, Harvey Harman, Frank Howard, Johnny Wooden, Fordy Anderson, Hank Iba, and, oh, so many others pitch in and help mainly out of the goodness of their hearts, you

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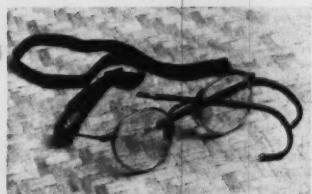


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can forgive us for sobbing our gratitude out loud like this.

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And then there's Clair Bee. He once whipped up an article for us in two days. Upon collecting the manuscript in person, we thanked him profusely and told him that we'd send along a check in a week or so.

Clair waved his hand gayly and said, "Forget it. It's a gift from a pal." Of course we compensated him, but you can't blame us for having perpetually warm spots for Clair and the many coaches like him.

**TALENT SCOUTING**

One of the biggest boots an editor can get is recognizing a talent and then seeing it achieve national prominence.

Way back in September 1934, for instance, an excellent coaching school report was turned in by a young Texan who simply signed himself "Ed McKeever, Texas Tech." As you undoubtedly know, Ed went on to become head man at Notre Dame, Cornell, and San Francisco.

In September 1938, *Scholastic Coach*, impressed by the reputation a young line coach was making as a coaching school lecturer, had the fellow write (and demonstrate in action pictures) an article on center play. It was a beauty—and it gave us a terrific kick to see Frank Leahy go on to achieve what apparently will be coaching immortality.

The very next month (October 1938) we received an incredibly fine coaching school report on Tad Wiesman from a youthful high school coach in Parkersburg, W. Va. For the next several years we had this unknown pundit turn in reports on all the coaching schools he attended.

Each report was a jewel of clarity and comprehensiveness, and it was with real pleasure that we watched our reporter work himself up through the high school ranks and right into the head coaching job at Syracuse University. We're talking about Floyd B. Schwartzwalder and, brother, keep an eye on his teams!

So that's our story. Or, rather, just a tiny part of it. We had a lot of fun, a lot of deep satisfaction, and a thimble or two of heartache

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in bringing you the first 8,000 pages of *Scholastic Coach*. We'd gladly settle for the same ratio of fun, satisfaction, and heartache in bringing you the next 8,000 pages.

Which brings us face to face with those two questions we asked back in the third paragraph: Have we justified our existence? Have we done what we set out to do? We think we can honestly and sincerely answer "yes" to each question.

And now back to the pursuit of the bouncing ball . . .

## Syracuse Winged T

(Continued from page 60)

recovered from initial fake of FB and is threatening play.

RE contains DLT two counts and releases on safety.

QB makes reverse spin to right and normal fake to FB. He stays two yards back of line as he continues across to make handoff to WB. QB carries ball back and toward WB, directing ball back to WB's pocket with right hand behind ball. After handoff, QB continues outside to pick off DLE if he is chasing play.

WB steps back with left foot to get depth. He comes across to meet QB with right hand across stomach, palm up, and left across under chin, palm down. WB pulls ball back on left hip, holding it tightly with both hands. He stays three yards behind line, then angles into 5 hole. If DRE smashes inside, IT helps C pin end in; then WB runs an in-and-out wide play outside DRE.

FB fakes in 8 hole and veers left for block on DRH.

TB makes fake outside WB. If he came inside, it would slow play down and force blockers at hole to hold blocks too long.

**Diag. 32:** 815 against Undershift.

LE and LG now double-team DRT back and over, driving him as far as possible into DC. If LE finds DRT has been playing on his nose regardless of the split, he tightens as he gets set. LG widens slightly in order to cut gap between LG and LE to only a foot. This permits more straight-ahead power on double-team.

RG now pulls and takes DRE out.

OT pulls behind FB and leads play, looking inside for DC.

That gives you pretty good idea of our running attack. In a future issue of *Scholastic Coach*, I'll fill in the details of our passing game.

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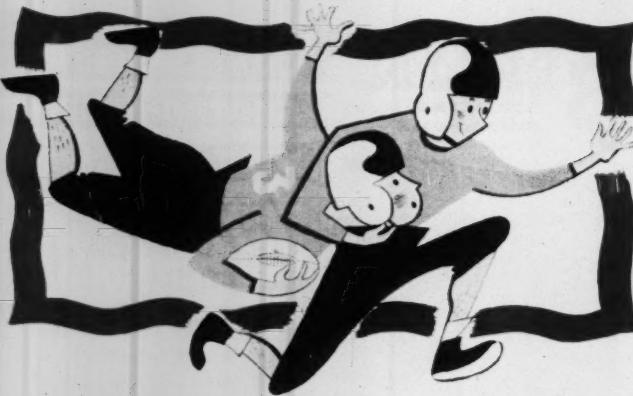
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**Coaching by Films**

(Continued from page 50)

18. A minimum gym lighting of from 20 to 25 foot-candles is necessary to get satisfactory slow-motion pictures.

19. It is desirable to provide a budgetary allowance for motion pictures.

20. It is recommended that one member of the coaching staff be responsible for maintaining the department motion picture library. This person should be responsible for the films and the motion picture equipment. He should label and catalogue the films, check them in and out, maintain records and inventories, and perform such other services as are necessary.

21. Basketball coaches differ in their methods of using motion pictures. However, the films have proven most helpful when employed in the following ways:

**METHODS OF EMPLOYMENT**

(a) Point out individual mistakes and good plays, as well as team mistakes and good plays, when showing the film to the players.

(b) Analyze the play of the opponents, looking for new things to incorporate into your own system of play.

(c) Try to analyze your game strategy, substituting, and game administration.

(d) Make written notes while viewing the film.

(e) Grade each player on the basis of individual performance.

(f) Try to observe or evaluate the work of the officials.

(g) Gather statistical data on the game.

(h) Try to catalogue the film contents to facilitate future reference.

It is generally agreed that the motion picture possesses tremendous value for the basketball coach, and that those men with recourse to films and who understand the correct procedure to follow, cannot help but profit.

In a profession as highly competitive as coaching, one cannot afford to overlook any teaching aid capable of producing such beneficially significant results as those attributed to the motion picture film.

Some of the greatest coaching names in the profession freely admit that their most valued "assistant coach" is the motion picture.

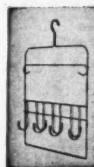
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 Information on Six-Man Football Shoe

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**HOOD RUBBER (59)**  
 Booklet, "Basketball Hints" by Ozzie Cowles How many

**HORN BROS. (39)**  
 Folder on Folding Partitions and Folding Gymseats  
 Details on the "3 in 1 Horn Gym Plan"

**HUNTINGTON LABS. (15)**  
 1951-52 Basketball Coaches Digest

**HUSSEY MFG. CO. (60)**  
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**IMPERIAL KNITTING (78)**  
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 Information on Knock-down Bleachers and Grandstands

**LINEN THREAD (41)**  
 Full Information on Gold Medal Nets for All Sports

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## MASTER COUPON

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### MCAUTHUR & SONS (82)

School Towel Plan

### McGRAW-HILL (50)

Catalog of Sports Books

### MCKESSON & ROBBINS (37)

Free Jar of Surin for Relief of Superficial Aches, Pains, and Local Congestion

### M & M PRODUCTS (58)

Information on Knee Korrektor

### MARBA, INC. (26)

Information on Athletic Equipment Reconditioning

### MASTER LOCK (36)

Information on Key-Controlled Padlocks

### MEACHAM, E. O. (84)

Information on Leather Basketball Nets

### FRED MEDART (29)

Book, "Physical Training, Practical Suggestions for the Instructor"

Catalog on Telescopic Gym Seats, Steel Lockers

Information, Acromat-Trampolin

Catalog on Basketball Backstops, Scoreboards

### MILL-MONT (79)

Information on Football Mouth Protector

### MISHAWAKA RUBBER (49)

Free Scouting Notebook

### MOHAWK VALLEY

SPORTS (71)

Information on Basketball Blinders

### MOSBY, C. V. (69)

Catalog of Sports Books

### NADEN & SONS (40)

Electric Scoreboards and Timers

Baseball Catalog

Basketball Catalog

Football Catalog

### NATIONAL SPORTS (79)

Price Catalog on Jim-Flex Gym Mats

NAME \_\_\_\_\_

(Principal, coach, athletic director, physical director).

SCHOOL \_\_\_\_\_

ENROLLMENT \_\_\_\_\_

CITY \_\_\_\_\_

STATE \_\_\_\_\_

No coupon honored unless position is stated

September, 1951

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Revolutionary Tire-Tread sole  
design helps a faster,  
more sure-footed game

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- New rubber compound, especially for basketball, is soft for cling, tough and resilient for longer wear.
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- U.S. Royal Tread Keds are lightweight for speed; loose-lined for comfort; Tempered Rubber toe bumpers give extra wear.

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